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Brookline Education
Society—chronicle of its work—1895-1908.

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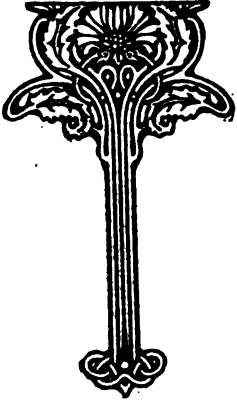


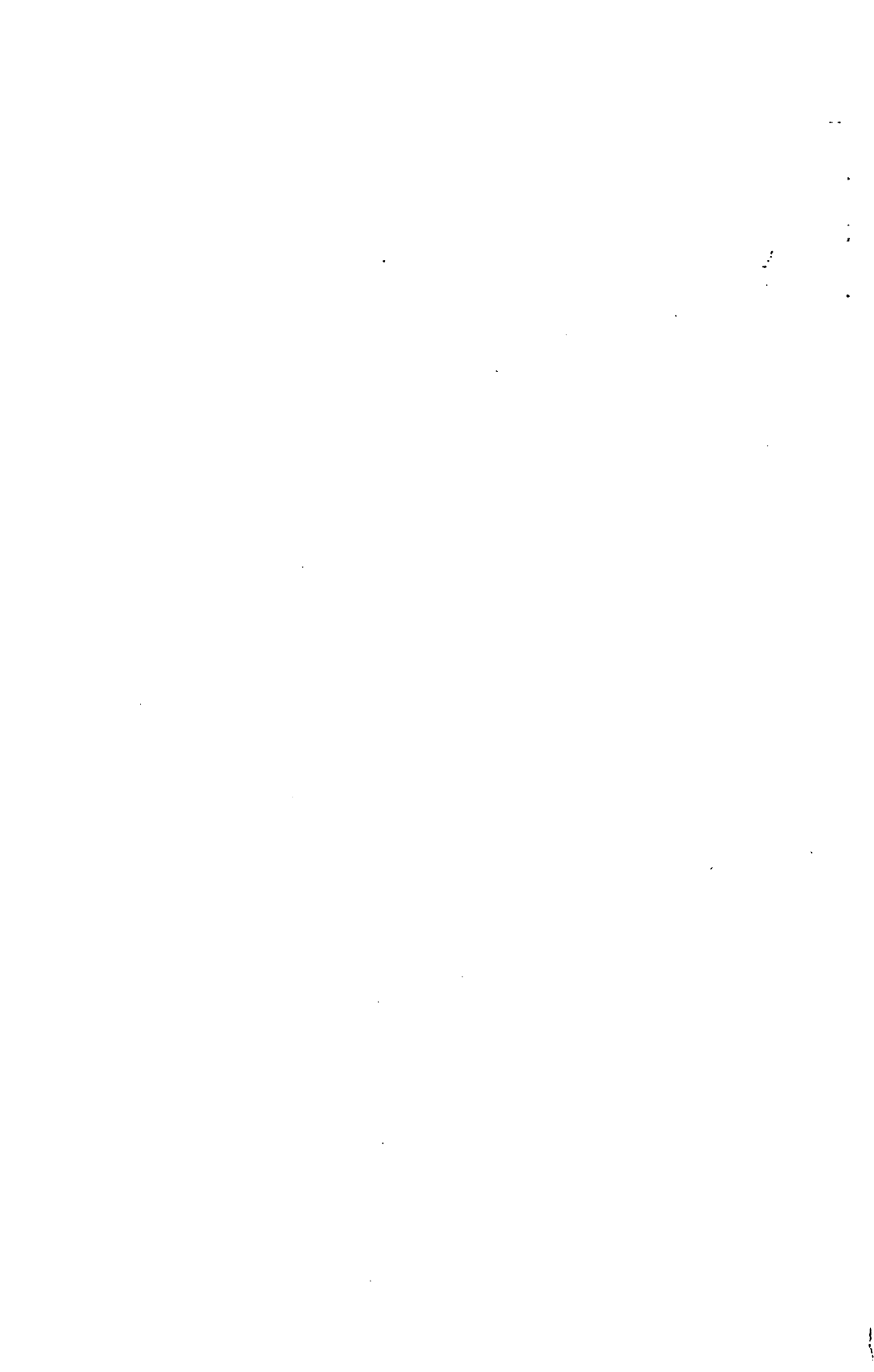
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THE BROOKLINE EDUCATION SOCIETY

A Chronicle of its Work  
Between the Years 1895-1908





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BROOKLINE EDUCATION SOCIETY

A CHRONICLE OF
ITS WORK BETWEEN
THE YEARS 1895-1908



BROOKLINE, MASS.
THE RIVERDALE PRESS: C. A. W. SPENCER
1908

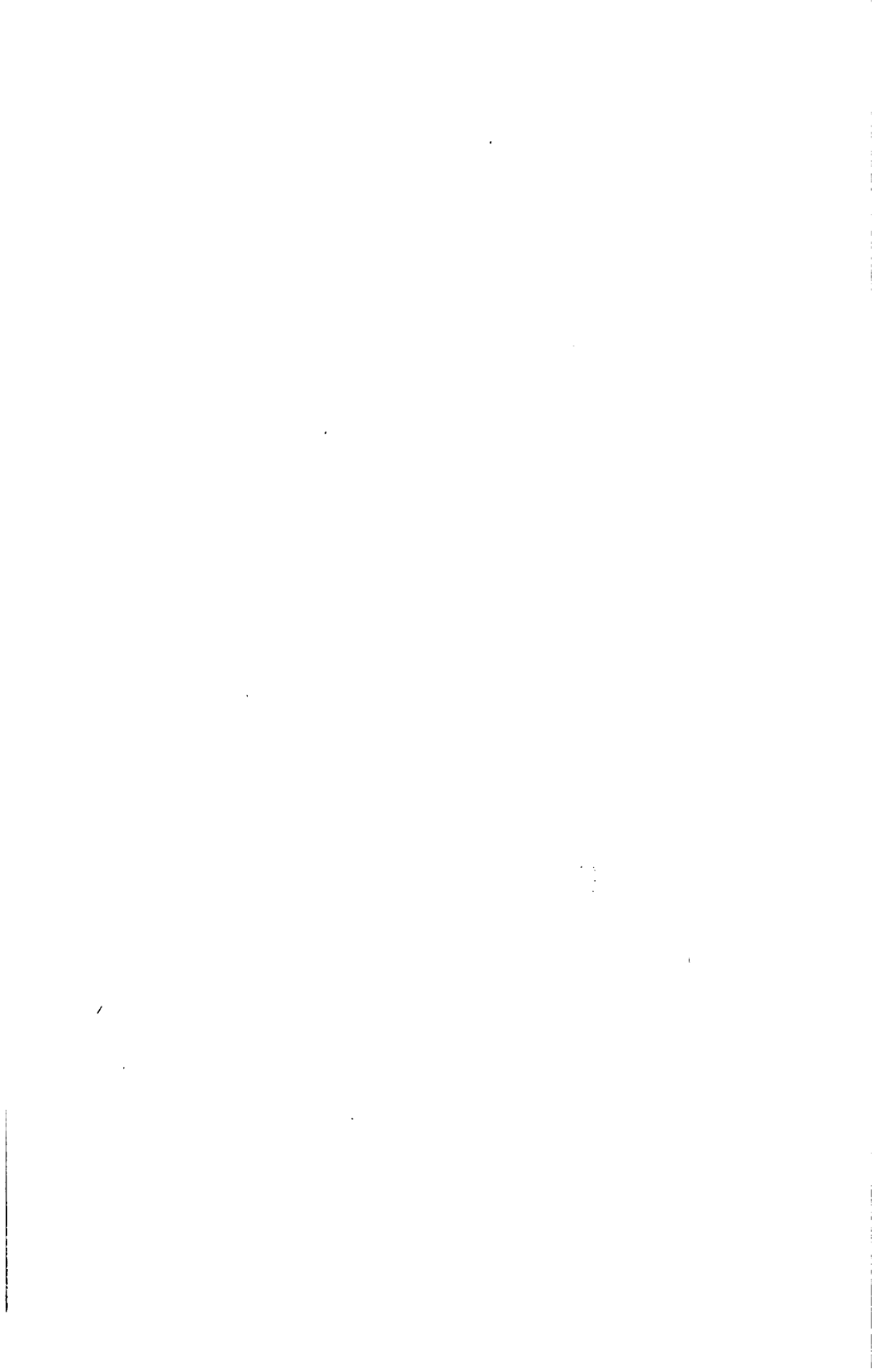
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THE BROOKLINE EDUCATION SOCIETY.

OFFICERS, 1908-1909.

President.

Mr. George S. Baldwin.
27 State Street, Boston

Secretary and Treasurer:

Mrs. Henry M. Whitney,
Boylston Street.

Additional Members of the Executive Committee:

| | |
|-------------------------|----------------------|
| Mr. George I. Aldrich, | Rev. Dillon Bronson, |
| Mr. Hosea Starr Ballou, | Mrs. A. J. George, |
| Miss Amy Lowell. | |

STANDING COMMITTEES, 1907-1908.

Art.

| | |
|---|------------------------|
| Mr. Walter H. Kilham, <i>Chairman</i> , | |
| Mr. Robert D. Andrews, | Mrs. Henry M. Whitney, |
| Mr. Frederick Law Olmsted. | |

Music.

| | |
|---|-------------------------|
| Mr. Hosea Starr Ballou, <i>Chairman</i> , | |
| Miss Caroline Atkinson, | Mrs. Reginald C. Heath, |
| Mrs. Albert F. Bigelow, | Mrs. F. S. Mead, |
| Mr. Charles A. W. Spencer. | |

School Libraries and Reading Rooms.

Miss Amy Lowell, *Chairman*,
Mrs. A. J. George.

Window Gardens.

| | |
|--|--------------------------------------|
| Rev. Dillon Bronson, <i>Chairman</i> , | |
| Miss Elizabeth Head, | Mr. F. E. Palmer, <i>Secretary</i> , |
| Miss Elizabeth Paine, | Dr. Elizabeth E. Shaw. |

Work of Other Societies.

| | |
|------------------------|--------------------|
| Mr. George I. Aldrich, | Mrs. A. J. George. |
|------------------------|--------------------|

PRESIDENTS.

1895-1908.

| | |
|------------------------------------|------------------|
| Dr. Walter Channing | 1895-1896 |
| Rev. William H. Lyon | 1896-1898 |
| Rev. D. D. Addison | 1898-1901 |
| Mr. Prescott F. Hall | 1901-1903 |
| Mr. Joseph Walker | 1903-1904 |
| Rev. Reuen Thomas | 1904-1906 |
| Mr. Philip S. Parker | 1906-1908 |
| Mr. George S. Baldwin | 1908- |

The following tribute to the memory of Dr. Reuen Thomas has been inscribed upon the records of the Brookline Education Society, of which he was at one time president.

"In the death of Reverend Reuen Thomas, D. D., which occurred on the ninth of November, 1907, the Brookline Education Society has suffered a great and grievous loss. His interest in the work of this Society was pronounced, and his wise counsel and generous service in its behalf were inspiring and helpful at all times. He was president of the Society for two years—1904–1906—and here as elsewhere displayed that large-minded and public-spirited leadership which made him a tower of strength in the ministry of Harvard Church for a third of a century.

"Dr. Thomas was born at Walmly in Warwickshire, near Birmingham, England, June 14, 1840. He graduated from University College, London, in 1862, with the degree of M. A. Bostock University conferred upon him the degree of Ph. D. in 1865, and Bowdoin College that of D. D. in 1887. He was minister of Harvard Church, Brookline, from 1875 until his death—an uninterrupted period of thirty-two years.

"It has been well said that Dr. Thomas's intellect was in the fullest sense catholic in its attitude. It was conservative without narrowness, respectful to tradition without frowning upon modern tendencies, genuine in its veneration for the ancient greatness of the church, yet not unsympathetic toward modern sources of inspiration. While his mind chose to look upon the past it was not blinded to the present. And so, in both religious and secular affairs, and particularly in his attitude toward educational matters, he lent the force of his intellect to the betterment of the community under present-day conditions. The Brookline Education Society mourns his passing on, and in recognition of his distinguished life and service offers this brief tribute to his memory.

"C. A. W. Spencer,

"Dillon Bronson,

"Robert D. Andrews,

"Committee."

STANDING COMMITTEES.

1895-1908.

Child Study.

Lectures.

Art.

Music.

Science.

Physical Training.

School Libraries and Reading Rooms.

History.

Finance.

Portfolio.

Membership.

Hospitality.

Gymnasium and Playgrounds.

Work of Other Societies.

School Gardens and Grounds and Window Gardens.

Students' Loan Fund.

LECTURERS AND SPEAKERS.

1895-1908.

Rev. Daniel Dulany Addison.
Dr. Felix Adler.
Mr. George I. Aldrich, Superintendent of Schools, Brookline.
Rev. Charles G. Ames.
Mr. Robert D. Andrews.
Mr. William Apthorp.
Miss Sarah J. Arnold, Simmons College.
Mr. Edward Atkinson.
Miss Mabel C. Bragg, State Normal School, Lowell.
Rev. Howard A. Bridgman.
Mr. C. F. Carroll, Superintendent of Schools, Worcester.
Dr. Walter Channing.
Mr. John Storer Cobb.
Hon. Patrick A. Collins.
Dr. A. L. Coolidge, Harvard University.
Mr. Charles T. Copeland, Harvard University.
Dr. William T. Councilman, Harvard University.
Rev. Samuel Crothers.
Rev. Edward Cummings.
Miss Emma G. Cummings.
Mr. Prentiss Cummings.
Dr. Charles de Garmo, Swarthmore College.
Mr. Melville Dewey.
Rev. Charles F. Dole.
Mr. S. T. Dutton, Teachers' College, Columbia University.
Dr. Charles W. Eliot, President Harvard University.
Mr. Louis C. Elson, N. E. Conservatory of Music.
Rev. Robert E. Ely.
Mr. Carl Faelten.
Dr. Walter E. Fernald, Supt. of Mass. State School for Feeble-minded.
Mr. Edward A. Filene.
Miss Laura Fisher.
Mr. John Fiske.
Dr. George W. Fitz.
Mr. Desmond Fitzgerald.
Mr. Thomas B. Fitzpatrick.
Dr. Merrill E. Gates.
Professor Patrick Geddes, Edinburgh University.
Professor Edward A. Grosvenor, Amherst College.
Rev. Edward Everett Hale.

Dr. G. Stanley Hall, Clark University.
 Professor Paul H. Hanus, Harvard University.
 Professor Albert Bushnell Hart, Harvard University.
 Dr. Edward Hartwell, Department of Statistics, Boston.
 Dr. C. Hanford Henderson.
 Mr. William E. Hatch, Superintendent of Schools, New Bedford.
 Miss Heloise E. Hersey.
 Colonel T. Wentworth Higginson.
 Hon. Frank A. Hill, Secretary State Board of Education.
 Miss Amalie Hofer. Editor "Kindergarten Magazine."
 Miss Helen Howell.
 Mr. Osborne Howes.
 Mrs. Julia J. Irvine, President Wellesley College.
 Miss Agnes Irwin, Dean Radcliffe College.
 Mr. Jerome Jones.
 Miss Mary A. Jordan, Smith College.
 Mr. J. Murray Kay.
 Mr. Walter H. Kilham.
 Professor A. H. Kirkland, Massachusetts Gypsy Moth Commission.
 Professor Abby Leach, Vassar College.
 Mr. William H. Lincoln.
 Judge Ben B. Lindsay.
 Mr. H. W. Lull.
 Rev. William H. Lyon.
 Mr. George H. Martin, Massachusetts State Board of Education.
 Mr. Lane, Bath Trustee of the City of Boston.
 Mr. Edwin D. Mead.
 Mrs. Alice P. Norton, Chicago University.
 Mr. John C. Packard.
 Professor John K. Paine, Harvard University.
 Mrs. Alice Freeman Palmer.
 Professor George H. Palmer, Harvard University.
 Professor W. C. Peckham.
 Dr. F. B. Percy.
 Miss Mary Regal.
 Lieutenant Worth G. Ross of Life Saving Service.
 Dr. T. M. Rotch.
 Professor John D. Runkle, President Massachusetts Institute of Technology.
 Mr. E. D. Russell, Principal Lynn Classical High School.
 Dr. Dudley A. Sargent, Harvard University.
 Mr. Walter Sargent.
 Mr. Horace E. Scudder.
 Professor William T. Sedgwick, Massachusetts Institute of Technology.
 Professor Nathaniel S. Shaler, Harvard University.
 Mr. Charles C. Soule.
 Professor Walter R. Spalding, Harvard University.
 Mr. Warren F. Spalding, Secretary Massachusetts Prison Association.
 Rev. H. G. Spalding.

Mr. John Tetlow, Girls' High School, Boston.
Miss Ida M. Thomas, Supervisor of Special Schools, Providence, R. I.
Rev. Reuen Thomas.
Dr. William J. Tucker, President Dartmouth College.
Mr. Schuyler Van Rensselaer, New York Education Association.
Mr. Joseph Walker.
Mr. Leslie C. Wead.
Miss Irene Weir.
Mr. Hiller C. Wellman.
Professor Arthur W. Wheeler, Yale University.
Miss Lucy Wheelock.
Mr. Herbert C. Wise, Editor "Indoors and Out."
Mr. George H. Worthley.

SUBJECTS.
1895-1908.

Nature as a Factor in Education.
The Relation of Home Care to Education.
Child Study: its Methods and Results.
The Influence of Modern Industrial Development upon the Family.
Charles Lee, the Soldier of Fortune.
The Value and the Limit of Utility in Education.
The Campaign of Waterloo.
Concentration or Correlation of Studies.
The Reading of our Boys and Girls.
Home Study and Recreation.
The Story of German Song.
Sidney Lanier, Artist and Teacher.
The Profession of the Teacher.
The Geology of Massachusetts in Relation to Teaching.
Manual and Domestic Arts in the Public Schools.
Music as an Educational Force in the Community.
Local History.
What Should College Do for Our Girls?
Commerce.
The Water Supply of Some Foreign Cities.
Picturesque Scotland.
Alfred Tennyson.
What the Workingman Really Wants.
Impressions from a Trip Abroad.
The School Museum.
Evolution of the Dynamo.
Some Points of Law in Common Life.
The Art of Egypt and Greece.
The Consular Service.
The Modern Newspaper.
The Place of Domestic Science in the Girl's Education.
The Responsibility of Parents in the Education of Children.
The Kindergarten.
Art in the Schools.
The Relation of the Public Library to the Schools.
Robert Louis Stevenson.
Rudyard Kipling.
Personal Reminiscences of Dr. Holmes and his Contemporaries.
American Oratory Past and Present.
The Primary School.
Nature Study and Elementary Science in the Primary and Grammar
Schools of Brookline.

Liquid Air.
 An Educational Creed.
 The Education Demanded for Commercial Life.
 Education and Life.
 Expansion.
 Russia in Asia.
 The South African War.
 The Larger Patriotism.
 What Fathers May Do in the Education of their Children.
 The Home and the Schools
 Crime and the Schools.
 Storm Warriors of the United States Life Saving Service.
 Manual Training for High School Pupils.
 The Trees of our Neighborhood.
 School Conditions Today.
 Old Brookline.
 The Training of Defective Children.
 Municipal Gymnasiums.
 Shade Trees and their Enemies.
 School Gardens.
 Music as an Elective Study in the High School.
 Story Telling in the Public Schools.
 Pictures and Statues in the Schools from the Child's Point of View.
 Poetry in Relation to the Other Arts.
 The Improvement of our Public Playgrounds.
 Early and Later Education.
 The First Ten Years of the Brookline Education Society.
 The Training of a Boy: What Business Men Ask of the Schools.
 Some Extracts from the Note-book of an American Visitor to Foreign
 Schools.
 Our National Music and its Source.
 The Juvenile Court.
 Gypsy and Brown-tail Moths.
 The Nature of Tuberculosis: the Means of Prevention and Home
 Treatment.
 The First Annual Report of the Massachusetts Commission on Indus-
 trial Education.
 The Physical Aspects of the Town of Brookline and How its Future
 Growth May be Best Assured.
 Municipal Art.
 The Feasibility of Establishing a Loan Fund for Students.

PUBLICATIONS OF THE BROOKLINE EDUCATION SOCIETY

First Series. (Out of print.)

1. A Guide to the Local History of Brookline, Mass.
2. Year Book, 1895-1896.
3. Year Book, 1896-1897.
4. Year Book, 1897-1898.
5. Year Book, 1899-1900.
6. Year Book, 1900-1901.
7. Year Book, 1903-1904.

Second Series.

1. History of the First Ten Years of the Society. Philip S. Parker.
2. Brief Survey of the Work of the Society from 1905 to 1908.
3. Music as an Elective in the High School. George L. Osgood.
4. Libraries in Settlement Reading Rooms. Amy Lowell.
5. School Gardens.
6. A Municipal Gymnasium.
7. A Commission on Municipal Improvement. Messrs. Walter H. Kilham and Robert D. Andrews.
8. The Feasibility of a Students' Loan Fund.

Apply to the Brookline Education Society, Brookline, Mass., for any of these pamphlets of Second Series, enclosing postage.

been no discussion by members of the Society after the scheduled speakers have finished. It has frequently been the custom for the executive committee to invite a standing committee to take full charge of a meeting. The executive committee has also invited distinguished persons to address the Society, and the subject has often been left to the lecturer.

At the annual meeting of the Society each year, after the election of officers and other routine business, it has been customary for the chairmen of the different standing committees to make reports, thus acquainting the members of the Society with the work of the committees.

The endeavor of the officers of the Society has been to stimulate and maintain the interest of its members by thus providing various kinds of meetings. It has always been a matter of serious consideration with the Executive Committee what course to take in relation to meetings of the Society, as its fund, consisting of the money raised by annual dues, is small and does not justify any great expenditure for speakers, and the difficulty of gathering together an audience in Brookline is well known. A list of lecturers and speakers who have addressed the Society and of their subjects is given elsewhere.

It might seem that after such an exhaustive list of subjects had been treated by the Society, there was nothing further to do. It should be remembered, however, that the community, as well as the body of people having children in the public schools, has changed and grown since the Society was organized and is constantly changing, and that the repetition of subjects with new speakers and fresh discussion would be well worth while; as, for example, the specific subject of "The Home and the School" has already been treated by different speakers at two meetings two years and a half apart.

So far this review has been limited to the achievements by the Society as a whole. All these things have had an effect on the people within the Society's reach, but the results, though practical, must necessarily be of an intangible nature. The objective results of the work of the Society, those results on which one can put a finger, have been left to the second part of the summary, as they have been accomplished chiefly through committees. At the same time it must be remembered that the work accomplished by committees should be

credited to the Education Society, as the committees act in its name, and its executive committee has largely inspired, approved, and guided plans for committee work, and taken the initiative and the responsibility in their beginning.

In taking up the work done by the sub-committees, it will be necessary to take each committee in turn and to briefly state what has been accomplished.

Committee on Child Study.

This committee was organized in 1895 and proceeded at once to the collection of data bearing upon various topics relating to the development of children. Among such topics may be mentioned "Games and Toys," "Art and Music." For this purpose schedules of questions were sent out to parents which were to be answered and returned to the chairman of the committee.

Mothers meetings were arranged, among which might be mentioned a meeting held in the William H. Lincoln School in October, 1896, attended by more than four hundred, at which the principal address was given by Miss Amalie Hofer, editor of the Kindergarten Magazine, Chicago; and also a meeting held in 1898, at which Mrs. Alice Freeman Palmer spoke on the subject, "The Place of Domestic Science in the Girl's Education."

Boys clubs were organized and carried on, where the boys among other things were taught methods of government and instructed in matters of public interest. Some of these clubs issued journals which reported events of interest happening in the town and schools. Discussions of civil service, the spoils system, and other topics were held, as were also historical debates and mock trials. These clubs were later turned over to the Friendly Society, soon after which the Committee on Child Study disbanded; but it is easy to see what excellent work was done by the committee while in existence.

Committee on Physical Training.

This committee took up a number of subjects at the outset, including the following: Military Drill in Schools in Relation to Physical Training, The Best Kinds of School Athletics and Gymnastics, Are Competitions Desirable? By their dis-

cussion of these topics proper ideas and methods were placed before parents and the school authorities.

The committee carried on much investigation in the field of the physical condition of pupils and physical training in the public schools, together with the hygiene of class rooms; circulars were sent out to the different schools for statistics, and the answers to the many questions asked were collected for study and consideration. Many of the leading physicians in Brookline made examinations for the purpose of gathering information for the use of the committee. Some of the recommendations made by the committee were in the direction of supervised play and increased facilities for exercise at recess. A meeting was held under the auspices of this committee in 1898 in the Town Hall, with exercises illustrating games and gymnastics by scholars of the different schools of Brookline. This committee reported in May, 1901, that the adoption by the School Department of the measures previously undertaken by the committee rendered it unnecessary to maintain the organization of the Physical Training Committee. Therefore there has been no committee on this subject since that date.

History Committee.

This committee, upon its organization in 1895, started in at once to supplement the historical instruction given in the schools and to devise means for enlisting the interest of parents and others in history and historical research.

Material was collected relating to the local history of the town, and a publication soon followed entitled "Guide to Local History,"* intended for use as a basis of study in the public schools. This Guide contained a brief outline of facts concerning the geology, history and present government of Brookline, with suggestive notes and a bibliography. A series of outline maps for schoolroom use was prepared by the committee, also a series of cycle guides for the use of bicycle excursionists. Under the auspices of the committee, in 1899, a course of lectures upon current history was given, the expenses being met by the Charles F. Sprague High School Fund, and under its auspices other

*Guide to Local History of Brookline, Mass. Published by the Brookline Education Society.

lectures upon historical subjects have been given in the schools and elsewhere. Sixty lantern slides used to illustrate Mr. Atkinson's lecture on "Old Brookline" were made, and afterwards deposited in the High School. This committee has done a great deal in collecting data relating to the local history of Brookline and in stimulating an interest in such history. Much of its work has been taken up by the Historical Society of Brookline, and for that reason there is no History Committee at present.

Science Committee.

This committee was one of the original committees. Its first work was to suggest scientific subjects for discussion in the schools, among which might be mentioned the soil and ledges of Brookline; the position of her water sheds; her winds and average temperature; native flowers and fruits; trees and native birds: and others which would come under the head of physical geography; the water system; telephone connections; fire alarm system; electric car service; ventilation; laws of health; astronomy; and political geography. A chart was prepared of the most interesting shrubs and flowering plants of Brookline, showing their location, with an accompanying handbook containing facts of general interest concerning each species. A list of etchings, engravings and photographs suitable for scientific use in the schoolroom was prepared. Data concerning ingenious and instructive toys were collected. Statistics to be used for purely scientific study were obtained in relation to the average cost of household necessities. For this purpose blanks were sent to citizens of the town. Also statistics were gathered by the same method to show the results of experiments on flotation and the specific gravity of the human body. Under the auspices of this committee, the lecture upon "Liquid Air" was given, and the funds obtained were invested in photographs and books. This committee also arranged other popular lectures on science and supervised the publication of a school index to "The Scientific American" from 1876 through 1898. It assisted in editing a science number of the "Sagamore." It procured framed photographs for the science room in the High School and furnished an X-ray apparatus for the science department of the High School. All the

work of the Science Committee in hand having been accomplished, it was not included in the organization of the committees after the annual meeting of 1902.

Art Committee.

Originally one committee was appointed upon Art and Music. In 1897 these subjects were separated and each allotted to its own committee. One of the earliest things done by the original committee was the arrangement of a meeting of the Society at which the subject "Works of Art in the School" was discussed. At this meeting, the Armstrong collection of casts from the Louvre, Paris, was exhibited for the first time. In 1897 the Art Committee arranged a loan exhibition of paintings which was most successful. It was held in the lower Town Hall and was open for two weeks, a reception by the distinguished list of patronesses being given on the opening night. Many of the best pictures in Brookline were included in the exhibition, the immediate objects of which were to stimulate the love of art in Brookline and to promote the cause of art in the public schools. In the report of the Art Committee upon the exhibition, it was stated that "From a financial point of view, the recent affair was not a success, but its educational effect will be felt for years throughout the vicinity. The school children who were taken to the hall during the fortnight were remarkably affected by it and expressed their sentiments in letters sent to the different members of the committee and to the Superintendent of Schools."

From the outset the Art Committee has been much interested in providing works of art for schoolhouses, and has done much in that direction, and at the present time is actively engaged in that line of work. Through the influence of the committee, many valuable gifts of pictures, prints, photographs, drawings and statuary have been given to the schools.

The committee has had in mind the idea of ultimately securing for the use of the schools a permanent museum, and as a first step in this direction arranged in 1903 a loan exhibition of Articles of Industrial Art in the new Manual Training High School. This exhibition was most successful and of great benefit and interest. On the opening night a paper

was read by the chairman of the committee, Mr. Robert D. Andrews, and a reception followed. As a result of this exhibition, an association was formed, called the Brookline School Museum Association, to secure the gift or loan of examples of artistic craft, such as needlework, embroidery, laces, wrought iron, tools, weapons, furniture, models, plaster casts, etc., for the use of the students of the Manual Training School, and to further promote the museum idea.

During the five years since the establishment of this Association, the ideas for which it did pioneer work have gained ground. A very general change in the earlier conceptions of manual training has occurred, and in Brookline, as elsewhere, the school authorities have given such instruction a more vocational character and have directly undertaken the work of collections useful to the student. In view of this change and because the growth of the school required the space formerly specifically devoted to the museum, the Association has turned its collections at the Manual Training School over to the Brookline school authorities.

Music Committee.

This committee has been most active since the organization of the Society. It has arranged young people's concerts, organ recitals, weekly half hours of music in the schools, open air concerts in the summer months and singing classes. A Choral Society was formed in 1902, which existed during the winter and was successful, but did not become self-supporting, and the idea of forming a permanent society was abandoned.

It has been one of the objects of the Music Committee to cultivate a taste for good music, and to help on in all legitimate ways the growth of musical knowledge both in the community and in the schools. To this end an inquiry into and exposition of the possibility of a High School musical elective embracing harmony and counterpoint* was made last year, when Harvard University admitted music as one of its entrance examination subjects, an action by the University for which Mr. Osgood, chairman of this Music Committee, worked long and earnestly.

*Music as an Elective in the High School. Published by the Brookline Education Society.

Perhaps no work of the Society has been more appreciated by the general public than the work of the Music Committee. It is the purpose of the committee to continue the open air band concerts during the coming season.

Lecture Committee.

This committee has also done much for the benefit of the general public in Brookline. It has provided lectures on many varieties of subjects at the general meetings of the Society. It has also arranged many courses of lectures on historical and educational subjects, sometimes charging an admission fee and sometimes having them free. Such lectures have always been open to the public. The popular course of twelve lectures given during the winter of 1898 in the hall of the William H. Lincoln School was perhaps one of the best courses the committee has arranged, and it provided great entertainment for many people. The subjects chosen were of a popular nature and the lectures were given by persons well versed in the subjects allotted to them.

The High School Extension Course of Free Lectures and Readings under the patronage of the Honorable Charles F. Sprague, the arrangements for which were made by this committee, should also be mentioned.

An effort has been made to have the school children attend many of the lectures. In recent years the Lecture Committee has had in hand the work of providing lectures with stereopticon pictures on subjects of interest, for the benefit of the parents of pupils in some of the schools. This is the particular work that the Lecture Committee has now in charge.

Committee on School Libraries.

The efforts of this committee were at first directed towards devising a practical plan for bringing the schools and the Public Library into closer relationship, and for that purpose made suggestions by which the school children were instructed in the way to use a library. The committee co-operated with the Public Library Trustees in establishing a School Reference Room in the Library building, and through their combined efforts the town made an appropriation for the purpose, the room was established, a competent librarian

engaged, and the maintenance of the room has become one of the regular annual expenses of the town. Reference should be made to past efforts of the librarian of the Public Library to show the success of the room and the great benefit it has been to the school children of Brookline.

The committee did much work in organizing plans for establishing small permanent libraries of reference books in the different schools and in recommending instruction as to the use of reference books. It also recommended "Co-operation with the School Committee and Library Trustees to secure better organization and method in the purchase and use of books for supplementary reading in the schools."

In 1902 the name of the committee was changed to "Committee on Libraries and Reading Rooms."

The committee then continued to investigate the subjects of securing suitable reference libraries for the grammar schools and of establishing reading rooms in certain school-houses. The investigations of the committee on these subjects were reported to the School Committee, and it is hoped something further will be done in this particular direction.

In 1903 this committee prepared and published in *The Chronicle* a list of books suitable for Christmas. The list was also posted in the Public Library.

The committee is still active, and has recently raised \$125, and with this sum has purchased a library of one hundred volumes* of standard literature and a book case. These have been placed in the rooms of the Brookline Friendly Society with the object of stimulating the interest of persons going there in good reading and experimentally to see how far efforts in this direction will be successful. The books are not to be taken from the room, but a simple method has been devised by which any one interested in a book and wishing to read it at home may obtain the same at the Public Library. The immediate and eager use of this library has exceeded the committee's most sanguine expectation.

Portfolio Committee.

This committee was organized late in the year 1899 and made collections of pictures, photographs and prints for use as illustrative matter in the schools. The committee

*Libraries in Settlement Reading Rooms. Published by the Brookline Education Society.

appealed for aid in gathering together such a collection, asking people to send them illustrated magazines containing cuts or wood-engravings, illustrated weeklies containing pictorial reproductions of current events, together with photographs, prints and tracings, and anything in the nature of pictorial and decorative art. These were intended for use in the public schools to illustrate such subjects as history, art, nature study, literature, biography, geology, etc. Cards were prepared designed to illustrate various studies and to show pictures of such subjects as American history, zoölogy, botany, natural history, history of nations, geography, etc. These were circulated in portfolios through the medium of the Public Library. A request book was also placed in the Children's Reading Room in the Library, in which teachers might indicate any pictures or sets of pictures that would be of aid to them in their classes. This committee was disbanded in 1902.

Membership Committee.

This committee was organized in 1899 and endeavored to bring the Society more to the attention of the public. To that end it sent out carefully prepared circulars and descriptive material. It also made a canvass of the graduates of the High School for members. Return postal cards were widely circulated. The committee also held meetings to consider methods of increasing the membership of the Society. Through its efforts seventy-seven new members were added to the Society in 1900 and 1901. This committee has been dropped for the present.

Hospitality Committee.

The Hospitality Committee was organized in 1902, since which time it has been most active. Its work has been to interest parents in the work of the schools and the teachers and in bringing the meetings of the Education Society to the attention of a larger number of persons.

The committee has held neighborhood meetings in school-houses and in private houses in various localities, as well as mothers meetings, at which the mothers and teachers in the neighborhood of each school have met socially and have had the opportunity of learning about each other's work. After-noon tea has been served at the mothers meetings and social

intercourse has been encouraged. The keynote of these meetings represents the exact purpose for which the Education Society exists, namely, to bring the home and the school into a closer relation. The committee is still active, and meetings of the above description have been arranged during the present season, and most successful mothers meetings are now carried on by several of the head mistresses of the different schools.

Committee on Gymnasiums and Playgrounds.

This committee was also established in 1902, and at once gave its consideration towards the need of a municipal gymnasium in Brookline. A public meeting was held at which the question of the erection of such a gymnasium was discussed by invited speakers. The meeting was most interesting, but it illustrated the point made earlier in this paper that a free discussion at meetings of the Society has disappeared, for no one spoke but those who had been especially invited before the meeting to do so.

The efforts of the committee towards establishing a municipal gymnasium have been successful in that the matter has been taken up by the town authorities.

This committee is now called the Committee on Playgrounds. Much active work remains to be done in the field indicated by this name.

Committee on School Gardens and Grounds.

This committee was organized in 1902, and its chief object has been to demonstrate the practical value of school gardens in the town of Brookline. Such gardens have been established in the neighborhood of several schools. They have been under the charge of a competent instructor, and the work has been successful from every point of view. The children, as well as all persons brought in touch with the work of the committee, have taken great interest in the gardens. It is not too much to say that school gardens are now a permanent thing in the town. The School Committee to a certain extent has undertaken the supervision in conjunction with the School Gardens Committee.

The regular meeting of the Society held in April, 1903, was under the auspices of this committee, at which Mr. Dick J.

Crosby of the Agricultural Department at Washington gave his lecture on School Gardens, illustrated by stereopticon views.

It has been suggested that next winter this committee take up the work of window gardening. ✓

Committee on the Work of Other Societies.

This committee has made considerable study of work done by societies similar to ours in other towns and cities with the idea of bringing suggestions of new lines of work before the members of our Society. The committee is conversant with what is being done by these other societies. For the past few years a member of the committee has been sent to the annual conference of the Eastern Public Education Societies, which is a gathering of societies similar in nature to the Brookline Education Society. The reports made at the annual meeting of this Society by the delegate have been interesting and suggestive.

The mention of the work of this last committee brings to mind the occasion when the annual conference of the Associations was held in Brookline in April, 1900, under the auspices of the Education Society. It was the third annual conference, and the delegates were entertained by the Society. The sessions of the conference were held in the High School building and at Whitney Hall. Subjects of interest were discussed and reports of delegates were presented. At the first session an address of welcome was given by Rev. Daniel Dulany Addison, then president of the Brookline Society. At this session, reports of the Public Education Societies of Philadelphia, of the Brooklyn Committee for the Voluntary Inspection of Public Schools, of the Department of Education of the Civic Club, Philadelphia, and of other societies and committees, were read. A public meeting was held on one of the evenings while the conference was in session, at which President Charles W. Eliot of Harvard University, Professor Abby Leach of Vassar College, and Mrs. Schuyler Van Rensselaer of the New York Public Education Association spoke. The meeting was concluded with a reception to the delegates. The conference was a notable gathering of education societies, and much credit was due the Brookline Society for its hospitality and executive management.

The annual dues from members of the Society have helped to defray expenses, but many of the committees have raised

large amounts from those interested in their efforts for carrying on their purposes.

After being informed of the past work of the Brookline Education Society, one must be impressed with the fact that not only have those persons been benefited which it was the original design of the Society to reach, but also that the whole community has felt its influence. The Society's active work has been broad in its scope. As its aim has always been to encourage right thinking, right doing, and right living by all people, through the simple means of education, and as this summary shows that the Society has not been idle during the ten years of its existence, I think that the conclusion must be drawn that it has accomplished something in advancing the principles recited in its constitution and for the general good of the community in which it labors.

A BRIEF SURVEY OF THE HISTORY OF THE BROOKLINE EDUCATION SOCIETY FROM 1905 TO 1908.

Since the foregoing history* of the first ten years of the Society, ending with the year 1905, was written, a municipal gymnasium has been built by the town, a committee appointed to aid deserving students, and the Art Committee and the Committees on School Gardens and Grounds and Window Gardens have accomplished several important pieces of work. An account of the initial suggestion and a history of the progress and accomplishment of these various enterprises follows.

Municipal Gymnasium.

In the winter of 1902 the Executive Committee of the Education Society discussed the matter of a municipal gymnasium in Brookline, and for the purpose of stimulating interest in the subject it was decided to organize a Gymnasium Committee of Five, including in the scope of its work the consideration of playgrounds as well. Dr. Channing was asked to be chairman, and to nominate the other four members. This he did, and Messrs. Osborne Howes, Joseph Walker, H. Lincoln Chase and G. Loring Briggs were duly elected by vote of the Executive Committee. A meeting of the Education Society was held January 20, 1903, devoted to the subject of a municipal gymnasium. At this meeting the speakers were Dr. Dudley A. Sargent, Director of the Hemenway Gymnasium at Harvard University, Dr. George W. Fitz, Mr. Lane and Rev. W. T. Crocker, chairman and member of the Bath Trustees of the City of Boston, Dr. Reuen Thomas and Dr. Channing. Much interest was manifested and no opposition appeared on the part of any one present. Later by direction of the Executive Committee a report† of this meeting was published in pamphlet form and was sent to members of the Society. Some years previous to 1902, when the Manual Training High School plans were prepared, designs were also made for a public gymnasium

*History of the First Ten Years of the Brookline Education Society.

†A Municipal Gymnasium. Published by the Brookline Education Society.

to be erected between the Manual Training School building and the railroad station. The expense of the main school building was, however, so great that it was decided to take no further action at that time. It will be seen, therefore, that while the desirability of a municipal gymnasium had been considered for some time, the Education Society took the first step toward a public discussion of the matter. As a result of what had been done during the winter, the special committee of the Education Society decided to ask the selectmen to incorporate into the warrant of the annual town meeting, March 6, 1903, articles petitioning the General Court for authority for the town to erect a municipal gymnasium, and arranging for the appointment of a committee to prepare plans, expending \$500 for that purpose. The Citizens Committee, to which these articles were referred, reported that it was desirable to appoint a Committee of Five to investigate the subject and prepare a report to be presented at a future town meeting. At the adjourned annual town meeting, March 16th, 1903, it was voted to appoint a Committee of Five. At the town meeting in October, 1903, this committee presented its report, making the following recommendations:

"First, The erection of a gymnasium building on the Blake lot, connecting with the bathhouse.

"Second, The same to be ready in the autumn of 1905.

"Third, The insertion of two articles in the warrant for the next town meeting: (a) For the appointment of a Building Committee of three members to prepare plans; (b) To authorize the Selectmen to petition the General Court for the legislation necessary to permit the erection of such a public gymnasium."

It was voted by the town at this meeting that the Selectmen should be authorized to petition the legislature for the necessary authority and that a Building Committee of five, consisting of the persons who prepared the above report, should be appointed.

The necessary authority to build having been obtained from the legislature, plans were prepared by Mr. F. Joseph Untersee, architect of the Bath House and Manual Training School. The gymnasium is now an accomplished fact.

School Gardens.

The attention of the Executive Committee was first directed to school gardens in the year 1903, and a committee was appointed to take charge of this project, consisting of the following persons: William M. Warren, Mabel Cabot, Mae Chapman, Emma G. Cummings, F. E. Palmer and Ruth B. Whitney.

The fourth regular meeting of the Society, on April 14, 1903, was in charge of this committee. Mr. Dick J. Crosby of the Agricultural Department at Washington was the speaker, and his lecture upon school gardens, which was illustrated with stereopticon views, was very interesting and instructive. Consulting with the Superintendent of Schools, who was also a member of the Executive Committee of the Education Society, the committee appointed an instructor to take charge of the gardens from the first of May to the first of October. Her interesting report* with illustrations has been printed by the Education Society. Three hundred children received this out-of-door instruction. More than half tended their garden plots every week through the vacation. The established program of studies was not disturbed. The total expense of the gardens and of the instruction, amounting to about \$535, was fully met through the generosity of interested citizens.

This committee carried on three gardens, connected respectively with the Lincoln, Parsons and Sewall Schools. The use of the land was generously permitted by its owners and by the Park Commission. The expenses were met by funds raised by private subscription. In November the committee addressed a letter to the School Board of Brookline, setting forth its views as to the educational and civilizing value of school gardens, pointing out its successful maintenance of them during the summer, and urging the School Board to undertake their maintenance another year.

The reply of the School Board was that while it recognized the value of the work, the obstacles of expense, of interference with the existing courses of study, and of lack of time were too great to be overcome. On January 14, 1904, the subject was again brought by the same petitioners to the attention of the School Board, which then voted to recom-

*See "School Gardens," published by the Brookline Education Society.

mend to the succeeding Board that a sum not exceeding \$150 should be contributed to the maintenance of school gardens during the summer of 1904. At a meeting of the School Board held May 16 such an appropriation was made. By means of this grant and a considerably larger sum raised by private subscription, gardens were maintained in connection with the Lincoln, Sewall and Winthrop Schools during the summer of 1904. On February 6, 1905, the committee addressed another letter to the School Board, relating the success of the second year's work and their confirmed conviction of its utility as part of the public school system. Accompanying this letter was the following communication, bearing many signatures:—

"The undersigned, residents of Brookline, would look with favor upon such an increase in the appropriation for vacation schools as would enable the School Committee, in the exercise of its discretion, to devote a larger portion of the said appropriation to the work to be carried on in the school gardens."

After due deliberation the Board voted that, "In case the town grants the sum \$1600 for maintenance of vacation schools, the School Committee will provide the services of a teacher of school gardening from May first to October first, on condition that the Education Society's Committee on School Gardens raise such sum as may be necessary to meet other expenses."

At the next annual meeting the town appropriated \$1600 for vacation schools, and shortly after through private subscription the sum of \$300 was secured for the support of school gardens. On April 10, 1905, the Board appointed a teacher of school gardening to serve from May first to October first, and school gardens were carried on in the summer of 1905 in connection with the Lincoln, Sewall and Winthrop Schools.

Finally, at the Board meeting on December 11, 1905, a request was received that the town assume the entire cost of maintaining school gardens. The Board decided to recommend to the town the appropriation of \$2000 for the maintenance of vacation schools, including the support of school gardens. This was an increase of \$400 over the appropriation made last year, and enabled the Board to comply with

the request presented in December by the committee of the Education Society.

Window Gardens.

This good work being accomplished, and various members of the committee having resigned, the Executive Committee reorganized this committee, being fortunate in retaining its valued secretary, Mr. F. E. Palmer, and with Reverend Dillon Bronson as chairman, and the following members: Miss Elizabeth Head, Miss Elizabeth Paine and Dr. Elizabeth E. Shaw; and suggested to this committee that it take up the work of window gardens for the summer of 1907.

The chairman's reports read at a winter meeting of the Education Society and at the annual meeting May 11th, 1908, were substantially as follows:—

Early in the summer of 1907 the Window Garden Committee offered the children in the lower grades of our schools 250 window boxes, well made, painted dark green, put up, filled with loam, and supplied with seeds and seedlings. The children were reached through the schools and each child who desired a garden was given by his teacher the following printed form of agreement (this agreement was signed by a parent):—

"The Window Garden Committee of the Brookline Education Society desires the coöperation of the parents and school children in beautifying the homes of our people.

"The undersigned therefore agrees to care for a new window box, put in place and filled with earth free of charge, and also to pay from ten to fifteen cents for seeds and plants to be furnished by the committee.

"The window gardens will be inspected from time to time, and prizes for first, second, and third class exhibits will be given in the fall.

"Name,

"Address,"

The following printed list of simple directions was sent out with the suggestion that the box would supply seedlings for yard gardens as well as for itself:—

"BROOKLINE EDUCATION SOCIETY.

"WINDOW GARDEN COMMITTEE—INSTRUCTIONS.

"Divide the box into 5 plots and plant one kind of seed, not more than $\frac{1}{4}$ inch deep in each plot, using plenty of water. Sprinkle soil enough to keep it moist and shade with single newspaper laid on soil in sunny days, before plants appear.

"When plants are about 2 inches high transplant them (being careful not to mix varieties) in cool of the day, using plenty of water and putting enough back in box (about 3 inches apart) to fill it. Use the remaining plants in doorway or elsewhere. Water the boxes thoroughly every day, and shade the plants for a week after transplanting. The committee will call at intervals to inspect the boxes and gardens, and award prizes for 1st, 2d, and 3d class exhibits."

The members of the committee undertaking the visiting during the late summer found in every locality lovely window gardens and in some cases very handsome yard gardens planted with the overflow seedlings from the boxes. The visitors were received with a universal cordiality that turned their task to pleasure, for whether the visit fell on washing morning or on baking day, mothers and children alike gave the visitors a hearty welcome. The pleasure of the older people in the flower boxes was unfeigned. One old grandmother looking out through her paper-patched kitchen window into a screen of tall green zinnias that shut off a stable yard, said: "You don't know, dear, how many hours I have watched those things grow. Now you would not believe I would love them, would you?" Another, a thrifty, busy mother of ten, who just managed by starting in at 4.30 each morning to get all the baking, washing and cleaning done by Saturday night, had picked a bouquet of flowers every Sunday all summer "when the girls come home, you know." And her garden had overflowed into a soap box and several flower pots. There were a few beautiful back yards, and in spite of the dry summer very few of the boys and girls had been neglectful. The average of success was far higher than the optimistic committee had foreseen. The prizes, 50, 25 and 15 cents in new silver to the amount of \$39.25, were given at the various schools in the fall, the teachers making much of the event, assembling their classes; and there were songs,

recitations and various school exercises. Some member of the committee distributed the prizes, and here again for the committee it was a case of receiving rather than of giving. Every one wanted to try again next year. Requests for 200 new boxes have come in during the spring of 1908. The initial cost of equipment for this year will be about half what was expended in 1907, as the 200 boxes already in use are so much stock on hand. The committee thinks a slow growth the wiser plan, and has decided to undertake for the coming summer 100 new boxes with 200 old ones, making 300 window gardens for 1908. The following notice in the Brookline Chronicle of May 9, 1908, shows the progress of this work:—

“The Window Garden Committee of the Brookline Education Society asks for aid in placing 300 good window boxes with soil and seeds provided in the homes of school children of this town who agree to care for them and to compete for cash prizes to be given next autumn for first and second class exhibits. Any subscriptions toward the \$300 needed will be gratefully acknowledged by the Chairman of the Committee, Rev. Dillon Bronson, 25 Park Street, Brookline.”

Commission on Municipal Art.

At the annual meeting of the Education Society on May 15, 1906, the Committee on Art arranged for a consideration of the subject of Municipal Art. At this meeting addresses illustrated by stereopticon views were made by Mr. Walter H. Kilham, Chairman of the Committee, Mr. Robert D. Andrews, and Mr. Herbert C. Wise, editor of *Indoors and Out*, and at a meeting on Feb. 26, 1907, of members of the Society, to which prominent citizens were invited, Mr. Kilham and Mr. Andrews repeated these papers with some modifications. (These papers have been printed in a pamphlet by the Education Society.*) An informal discussion followed. No actual plan was formulated, but the discussion had reference mainly to one general proposition, the planning of future improvements of the town with the assistance of experts. The idea was that there should be an advisory commission which should have no actual political power, but which should be consulted by the Selectmen in such matters as the improve-

*See “Report of Two Addresses on the Establishment of a Permanent Town Committee upon Municipal Improvements.” Published by the Brookline Education Society.

ment of Village Square, or anything similar. In this way the town could be assured that the best knowledge in the town and the most expert equipment could be continuously applied to secure a broad, disinterested treatment and solution of all problems in which physical aspects of the town are involved. A committee of ten was appointed by Mr. Parker, President of the Education Society, to consider the whole subject and formulate definite plans. On July 1, 1907, the following letter was sent to the Selectmen:—

The undersigned committee appointed by the Brookline Education Society to consider the organization of an Advisory Commission on Municipal Improvement, hereby request the insertion in the warrant for the next town meeting of the following article:—

"To see if the town will appoint a Committee of Seven to study the problems of municipal improvement made necessary by the growth of the town and report their recommendations at a future meeting; the committee to serve without pay and to be empowered to employ professional assistance at an expense not exceeding one thousand dollars."

In the course of the natural growth of a town or city, there are many important improvements connected with the construction of public works which have to be settled without time for proper examination. As a result mistakes are frequently made with which succeeding generations have to contend. Sometimes these errors may be overcome, but more often they have to be borne by those who are not responsible for them and add seriously to the burden of the affairs of the town and to the amount of its annual expenditure.

If the solution of such problems could receive the careful investigation of some intelligent body of citizens, especially qualified for the task, a committee free from personal or partisan considerations, the municipality would be the gainer.

A number of the towns and cities in the Metropolitan District have followed this policy. Quite recently the city of Boston received a report from a committee of experts upon many matters connected with her future development, in which important suggestions were made.

The State has been wise enough to pursue a similar policy and almost all of her great enterprises have received long and

patient study by experts. The General Court has recently authorized the appointment of a committee to study the problems concerning the Metropolitan District and has made an appropriation of \$25,000 for its expenses.

Brookline is now growing rapidly in resources and population. This growth brings with it an increasing number of important questions, many of which have to be settled promptly by the town meeting or by the different Boards without the advantages arising from careful preparation. It is the custom of the town to refer to special committees for their examination such of these questions as admit of delay and it is believed that a decided step in advance would be made if such a committee had some continuing existence so that a study of the problems coming before it could be undertaken in a comprehensive, far-sighted way. The formulation of such plans should operate to bring to public attention the advantages and defects of existing conditions and promote a healthy interest in the civic welfare.

It is suggested that before any conclusion be reached as to the establishment of a permanent or standing committee a special committee be appointed as called for in the proposed article, to consider broadly the issue and to report their suggestions to the town, which can then determine whether or not it is wise to follow their recommendations. The town will not be committed to any plan, and, on the other hand, it may be greatly benefited by the results of such study.

Respectfully submitted,

George H. Worthley,
 Aaron H. Latham,
 Fred H. Williams,
 Walter Channing,
 Leslie C. Wead,
 Desmond FitzGerald,
 Robert D. Andrews,
 Michael Driscoll,
 Walter H. Kilham,
 Albert L. Lincoln.

In response to this letter the following article was inserted in the warrant for the town meeting held March 11, 1908:—

"Ninth, to see if the town will appoint a Committee of Seven to study the problems of municipal improvements made necessary by the growth of the town and report their recommendations at a future meeting; the committee to serve without pay and to be empowered to employ professional assistance at an expense not exceeding one thousand dollars (\$1,000)."

At the town meeting on March 11, 1908, it was voted "that the Moderator of this meeting appoint a Committee of Seven to study the problems of municipal improvement made necessary by the growth of the town and report its recommendations at a future meeting; the committee to serve without pay and to be empowered to incur expenses not exceeding two hundred dollars (\$200), which sum is hereby appropriated therefor; and the Moderator is empowered to appoint such committee after the adjournment of this meeting."

The committee appointed was as follows: William H. White, George D. Burrage, Tucker Daland, Frederick P. Fish, Walter H. Kilham, Michael J. O'Hearn, Philip S. Parker.

Students' Loan Fund.

The subject of a loan fund for needy students in the public schools was discussed by the Executive Committee of the Education Society in the spring of 1906 and a public meeting of the Society was held December 4, 1906, to discuss "the feasibility of a loan fund for students," at which addresses were made by Dr. Reuen Thomas, Messrs. Hobbs and Aldrich, and letters of approval were read from Messrs. Frederick P. Fish and Moses Williams, who were unable to be present. At this meeting it was voted that the President of the Society appoint a Committee of Seven to consider the feasibility of establishing such a fund and if it deemed the project practicable, to suggest the best means of carrying it out. The following committee was appointed: Mr. Henry W. Lamb, Chairman, Mr. George S. Baldwin, Honorable Albion F. Bemis, Mrs. Frederic Cunningham, Mr. Herbert H. Darling, Mrs. A. J. George, Miss Leila Post; and at a meeting of the Society on February 12, 1908, this committee made a report favoring the establishment of a loan fund with the following features: That such a fund should aid students to remain

*The Feasibility of a Students' Loan Fund. Published by the Brookline Education Society.

longer in the schools or to enter college, but should not be applied to putting them through college; that the loan is preferable to the scholarship as being more universally applicable, as not being a gift, and because for a scholarship a permanent fund must be provided, while the beginning of loan assistance may be without one; that the organization and maintenance of such a plan for students' aid should be in the hands of an independent association and not administered through town officials as such. This committee recommended that the Brookline Education Society appoint a committee of five members, its general duties being to consider and act upon cases brought to its attention, to solicit while necessary funds to loan in such cases, and to organize if it should judge it advisable methods for raising a permanent loan fund, of which its members should act as trustees. Such a committee should make its own rules as to the manner in which cases should be brought before it, or as to the teachers or officials whose endorsement shall be required; also as to the details of making loans and keeping in touch with the students aided. In pursuance of this recommendation the Executive Committee appointed as a permanent Students' Loan Fund Committee, Mr. George S. Baldwin, Honorable Albion F. Bemis, Mrs. Frederic Cunningham, Mrs. Herbert H. Darling, Mr. Henry W. Lamb; and at the Executive Committee meeting of May 19, 1908, it was reported that the committee had met and organized with Mr. Lamb as chairman, and Mrs. Darling as secretary.

NOTE.—A survey of the foregoing history will show that the following varied and beneficent activities were anticipated, initiated or established at the meetings or through the agency of the Brookline Education Society:—

Mothers' Meetings; Civil Service Reform (1897); Supervision of Physical Training and Athletics (1898); School Hygiene; Brookline Historical Society; Exhibition of Loan Collection of Paintings (1897); Young People's Concerts; Music as an Elective Study in the High School; Free Organ Recitals; Band Concerts; Choral Society; Industrial Training (1903); Loan Exhibit of Industrial Art (1903); School Museum; Prevention and Cure of Tuberculosis (1906); School Reference Room in the Public Library; Christmas List of Books Suitable for Children; Library at the Friendly Society Reading Room; Municipal Gymnasium; School Gardens; Students' Loan Fund; Commission on Municipal Art; Window Gardens.

MUSIC AS AN ELECTIVE IN THE HIGH SCHOOL.

A paper read before the Executive Committee of the Brookline Education Society in October, 1903, and an address made to the Brookline School Board on Jan. 10, 1904, by Mr. George L. Osgood, Chairman of the Music Committee.

With the approval of your Music Committee, I am here to ask the Executive Committee of the Brookline Education Society to recommend to our School Committee an elective course in music for the High School: a music course that means the study of (1) Harmony, *i. e.*, music grammar, and (2) Counterpoint, *i. e.*, preparatory study for composition. It is only after long consideration and discussion of the subject with some of our most trusted educators that I come here with this request. Nor would I seem to urge taking a step which did not of its own intrinsic value appeal to all who believe in a broad scheme of education. The concise statement of President Eliot in a recent meeting of the Harvard Faculty when speaking to the motion to include music among the electives for entrance examination to Cambridge, covers this point so well that I will quote it. President Eliot said:—"The study of harmony and counterpoint is a fine mental training. The study of musical construction is an intellectual and scientific pursuit. Music is one of the humanities." As Chairman of your Music Committee, and at the same time as a member of the visiting board of the Music Department of Harvard University, I have been impressed with the importance of this step to school as well as to college. A prominent educator said: "This step is not a revolution but an evolution of the present system."

An elective high school course in music has a three-fold value,—first, for those who study harmony as an assistant to their home training in music, which includes, secondly, those who are thrown upon their own resources immediately upon leaving school; lastly, for those who go to college.

As a high school elective music should be systematically taught, not merely because the college has given it its well-deserved recognition, but it should be studied for its own

sake as one of the very best subjects for developing the imagination, the keen insight, and the good taste of young people. Music is a language in some ways the most expressive in the power of man. It has a definite grammar and fixed principles of construction. Our boys and girls with an inborn love of music instinctively desire to know more about this subject. Thus, while proving an invaluable assistant to their home study of music, it at the same time stimulates the imagination, cultivates the sense of form and symmetry, nourishes the instinct of rhythm, and also stands out in bold relief as an ally to the study of poetry and rhythmical prose.

It is not unreasonable to assume that out of the whole number of high school pupils there will be a goodly number who are fairly musical, and a smaller number who are really musical. While all of you are aware that the study of vocal music has been almost universally adopted in the schools of the land, you may not have noticed the astounding development of the professional study of music throughout the country. Where twenty-five years ago you might count such students by hundreds, you must now reckon them by thousands. This brings me to an important point. In my professional work I have been brought in contact with many music students from almost every state. Of those who have taken a public school course, a large percentage had left the high school after the second or third year to devote themselves to a study they loved; and I am but one teacher among thousands. If these half-taught young people had found an elective course in music in the high school, the chances are that they would have remained at school through their four years, and not only have had a good preparatory course in music under official sanction, but also would have filled out the four years of prescribed study in other branches. This at once suggests that by establishing an elective music course in the high school, you bring school work into direct touch with the life work of maturer years. Here we have it in its practical application. How many would take the course, no one can predict, but in the case of the really musical ones who might choose the profession of music, there would be the opportunity to take a two years course under competent direction, while still at school, free of expense. They would

be placed in direct touch with their life work. They would begin the study of their art at a proper age. Is there any question of greater importance to educators than that of bringing school work into touch with life work? In establishing an elective high school music course, are we not taking a step in this direction eminently practical, direct and logical?

Let us now consider the value of a high school music course for those who go to college.

Six weeks ago the Faculty of Harvard College voted to include the subject of music among the elective studies to be presented for admission to the Lawrence Scientific School allowing it two points out of the twenty-six required for entrance. This music course was to occupy a year in preparation. The Chairman of your Music Committee was asked to co-operate with the Music Department of Harvard, in the preparation of a good definition of that requirement in music. This definition has just appeared in the catalogue for this year. Last week the Harvard Faculty voted to count music for four points out of the twenty-six required for admission to the full academic course, thus placing music on an equal footing with the classics, mathematics and languages. The definition of the requirement in music for the college course is thus completed. It will demand two years preparation.

An elective high school course in music not only affords the average graduate an opportunity to begin at school the work he or she may pursue after graduation, but it advances the work of the musical boy or girl going to college by two years. Such a pupil will be able at an early period to take the higher courses in composition and orchestration and enter upon original work.

But, as I have already stated, music should be a high school course for its own sake, regardless of a college course. In a letter of November 26, President Eliot wrote me: "The study of harmony is a proper study for high schools without regard to the fact that it can be presented for admission to the college or the scientific school. I think that is true doctrine." But is it not logical to add that the permission of Harvard College to count music as a subject for admission, certainly re-enforces the argument for making harmony and counterpoint a school subject? Moreover, the fact that the value of music as a study had received such recognition, would be

of great benefit to that branch in lower grade schools; it would brighten the whole course, and be an incentive to zeal and thoroughness in this study.

This question is not merely local. It is being agitated throughout the country. At a meeting of head masters from various states, held in Boston a fortnight ago, the high school music elective was discussed and approved. Mr. Bradbury is to suggest it for the Cambridge schools. In a letter of January 13, Mr. Frank A. Hill of the State Board of Education writes: "I sympathize with the idea for communities where conditions favor its realization. Where public sentiment is dormant on the subject, there is a legitimate field for awakening that sentiment if possible."

The study of music is sweeping like a tide wave over the country. Educators are face to face with a serious problem: not only how to keep abreast of this wave, but also, which is of far deeper import, how to regulate its movement. If our country is to have the high standard in any branch of art, science or literature which educators desire, then it is of the greatest importance that school and college shall set that standard. As the opportunity to study drawing is to the architect, the painter, the sculptor, so is the opportunity to study the grammar of music to the musician. Neither the state nor we can afford to deny him this opportunity. It is a step that will be adopted by advanced schools in the near future. Our Brookline schools have been leaders in broad educational movements. I have faith that you will give the subject the consideration it deserves.

In accordance with a vote of the Executive Committee of the Brookline Education Society to recommend to the Brookline School Committee the adoption of the study of musical theory*—that is, harmony and counterpoint—as an elective in the Brookline High School, the chairman of the Music Committee, Mr. George L. Osgood, was given a hearing on the subject by the Board on Monday, January 10th, 1904. Mr. Osgood spoke as follows:—

*NOTE.—The study of this music elective is meant only for the third and fourth years of the High School course. As music is now among the college elective studies for admission, pupils taking the college course may study harmony alone, which will count them two points, or they may elect also counterpoint, which counts two points more, and thus have the four points counting for an advance study on entering college. High School pupils who elect music may count that study toward securing a High School diploma, whether they go to college or not.

1. It is accepted doctrine that music is a factor in a well-ordered scheme of education. It is universally recognized that music is an intellectual and scientific pursuit. So widespread is the study of music and so great are its demands upon the time of many pupils that leaders in education are generally of the opinion that the time has come to make music a study subject in the schools and to give it credit towards securing a diploma. They believe that to make music an elective study, that is, to accept it as a substitute for some other course, will solve the difficulty. They are also considering the advisability of allowing properly certified music study done out of school hours also to count towards securing a diploma. To do this they need the sympathetic co-operation of the teachers. I think this is the time and place for me to state that certain teachers in our schools in Brookline have within the past month ordered entire classes to give up their music study out of school because it takes too much time. These teachers antagonize their musical pupils and add one more inducement for such pupils to give up school altogether. As it is, too many already leave school at the end of the second year to study music. Of this I am assured by head masters of large schools. Is it not better to make a wise compromise than to drive pupils from school for lack of opportunity to study a subject they love and of which they may intend to make a profession?

2. There are schools all over the state where the regular teachers are required to instruct in music. Most of them do not know how to instruct in music. Why? Because neither public nor normal schools offer the opportunity for proper preparation. Further, even if normal schools were to provide proper musical instruction—which they do not—pupils intending to become school teachers cannot wait till eighteen or twenty years of age to begin their study of music. They are too old. Music must be studied much earlier to acquire any degree of mastery. Now where are these prospective teachers to find it? Not in your schools, at present, surely; then outside the schools of course. This some of them do, and they have to do it, as part of their required education. Now is this just? Is it not rather all wrong to oblige a young girl to study out of school hours a subject of which she will be expected to have some expert knowledge as a teacher

when the opportunity might easily be afforded in school?

3. Thousands and tens of thousands teach music as a livelihood. Put proper music study into the high school and thus bring these young people into direct touch with their life work. Is not this eminently practical? Is it not a good business proposition to put these pupils two years ahead in their life work and thus help them to an earlier independence, and at the same time to save their parents the expense of two years music study?

4. It is asked, Why make music an elective where there is no demand for it? I have already given two reasons which sufficiently answer this question. There is a demand, a moral demand for better conditions. Then, too, we know well that pupils do not like to advocate a movement which they believe does not find favor with their teachers.

5. In an advanced school like the Brookline High School college boys and girls should be given the opportunity of electing music as a college entrance requirement. It would be an especial boon to musical girls, a good percentage of whom play the piano.

6. Music could be chosen by musical pupils in place of a subject for which they had little or no aptitude.

7. As a high school subject music should have a place as an intellectual study. It cannot properly be a general study. Harmony and composition are exact studies. They require no cramming for examination because they are assimilated in process of learning.

8. The expense would be small. Music as a high school subject is a new departure but it is endorsed by leading minds.

LIBRARIES IN SETTLEMENT READING ROOMS.

A paper read April, 1905, before the Executive and other committees of the Brookline Education Society by Miss Amy Lowell, Chairman of the Committee on Libraries and Reading Rooms.

There is a popular belief most firmly rooted in the public mind that all people, except pedants and uncomfortably well educated folk, really in their secret hearts prefer to read trash to reading anything else. The votaries of this belief do not say "trash," they call it "light literature," and suggest that after the fatigues of the working day they need such books to refresh or soothe their tired minds. That books can be used as drugs is perfectly true, some make most excellent narcotics, and doubtless in this capacity have their uses; but books are also food, and no one ought to dull the appetite and strive to satisfy it with the contents of an apothecary's shop.

Your library committee believe most firmly in a healthy mental appetite, they believe that people need books to enlarge their daily horizons, and they do not believe that bad taste is so inherent in the community that people perversely read trash because they like it. It is not necessary to dwell upon the condition of the well-to-do class, the class who make the conditions under which they live, and to whom advice is an impertinence. They live cultivated or uncultivated lives as their desires direct, and the result is in their own hands. But how does the matter stand with the poorer classes, who do not know what to want, or how to get it if they did?

Books are to them an unexplored country. They do not come of a race who have mapped out every inch of the way, who can name the states in that mental geography, the size of its largest rivers, their sources, and in what sea they empty themselves; who are familiar with its principal cities, and to whom its imports and exports are so well known as to be no effort to the memory. To drop the figure, they do not know

something about books without ever having read them, as many of us do. They have not grown up with the names of authors perpetually in their ears. They must learn what they are to know directly from the books themselves.

It takes practice to use a catalogue, and to most of these people to be turned loose among many books is too bewildering to be useful. A small collection isolated in one bookcase will help them more. Hence the importance of having that bookcase worthily filled.

Of course we have our Public Library, and no one who has ever been over the Library, and talked with our enthusiastic Librarian, can fail to come away impressed with the work that it is doing. But every institution that has been running for many years and that has a number of trustees struggles against a mass of outgrown traditions. Somehow or other there has grown up a conviction that the successful library is the one which has the largest circulation of books, and with this conviction even the most radical librarians cannot divest themselves of the desire to put on the conspicuous shelves books which they think will appeal to the taste of readers. And remember, most people believe that the mass of readers really prefer trash. Our Library mixes many excellent books with its trash, and perhaps it is hypercritical to say that they could put in even more. At any rate it was the opinion of the outsider pitted against that of the professional, that your committee felt that for its criticism to be effectual it must have practical experience in the working power of its theory.

The Library, as you probably know, has two stations: one at Miss O'Brien's grocery store in upper Boylston street, of 200 volumes; the other at Hayman's apothecary shop at Coolidge Corner, of 300 volumes. When I refer to mixing good books with those that are merely ephemeral, I refer to these stations, and to the shelves in the hall of the main building, which take the place of the isolated bookcase of which I have been speaking. In the Library itself the books are placed according to subject, and the collection is very fairly complete.

After much discussion, and the abandoning of several plans, it was decided to put a small library into the rooms of the Friendly Society. Permission was obtained of the

Friendly Society, and with the hearty and generous support of Mr. Wordell the committee started on the difficult work of choosing the books. The committee was absolutely at one in the fast-vanishing belief in the efficacy of literature as an educational medium; that is, books that are remarkable chiefly for the way in which they are written, rather than for their direct teaching of facts. A quality which, I hasten to add, is very far from that of being written only for manner, and in which matter is purely secondary.

We do not wish the men and boys who read these books to be frightened by that unfortunate word "classic," we did not want them to feel that they were going to school. The books were put there in all the bravery of their original bindings, not clad in monotonous brown paper. And we hoped that the gay colors would attract readers, as the vivid colors of flowers attract bees.

Care was also taken in getting pleasant editions, so that there might be no difficulties to be overcome. Then we hoped that the men would read the books because they liked them.

One hundred and twenty-five dollars were raised, and the following books were bought:—

Plutarch, school edition.
 Last of Mohicans, J. Fenimore Cooper.
 Water Witch, J. Fenimore Cooper.
 Through the Dark Continent, Henry M. Stanley.
 Poor Jack, Captain Marryat.
 Ironclads in Action, Wilson, 2 vols.
 Atlas, "Imperial," Rand, McNally.
 Life in Town and Country: Russia, Palmer.
 Life in Town and Country: Japan, Knox.
 Napoleon, Bourrienne, 2 vols.
 Stories of Inventors, Doubleday.
 Great Commanders Series, 8 vols.
 Complete Poetical Works, Henry W. Longfellow.
 Poems, James Russell Lowell, 4 vols.
 Poems, Robert Burns.
 Pilgrim's Progress, John Bunyan.
 Farthest North, Nansen, 2 vols.
 Fairy Tales, Hans Andersen.

The Princess and the Goblin, George MacDonald.
 Winning of the West, Theodore Roosevelt, 4 vols.
 Life of Nelson, Captain Mahan.
 Tales of a Grandfather, Walter Scott, 3 vols.
 Rob Roy, Walter Scott.
 Guy Mannering, Walter Scott.
 Ivanhoe, Walter Scott.
 Life of George Washington, Washington Irving, 5 vols.
 Life of Lincoln, Morse, 2 vols.
 Lorna Doone, Blackmore.
 John Halifax, Gentleman, Miss Mulock.
 All Sorts and Conditions of Men, Walter Besant.
 The Last Days of Pompeii, Bulwer-Lytton.
 Don Quixote, Translated by Thomas Shelton, 4 vols.
 Robinson Crusoe, Daniel Defoe.
 Swiss Family Robinson.
 Pickwick, Charles Dickens, 2 vols.
 Tale of Two Cities, Charles Dickens.
 David Copperfield, Charles Dickens.
 Francis Parkman, Henry D. Sedgwick.
 The Life of the Bee, Maeterlinck.
 Les Miserables, Victor Hugo, 5 vols.
 Notre Dame, Victor Hugo, 2 vols.
 Westward Ho! Charles Kingsley, 2 vols.
 The Jungle Books, Rudyard Kipling, 2 vols.
 Captains Courageous, Rudyard Kipling.
 The Day's Work, Rudyard Kipling.
 Kim, Rudyard Kipling.
 Tom Burke of Ours, Charles Lever, 2 vols.
 Treasure Island, Robert Louis Stevenson.
 Master of Ballantrae, Robert Louis Stevenson.
 Heroes and Hero Worship, Thomas Carlyle.
 Past and Present, Thomas Carlyle.
 The American Revolution, John Fiske, 2 vols.
 The Beginnings of New England, John Fiske.
 The Discovery of America, John Fiske, 2 vols.
 A Short History of the English People, J. R. Green, 2 vols.
 The Oregon Trail, Francis Parkman.
 The Conspiracy of Pontiac, Francis Parkman, 2 vols.
 The Making of an American, Jacob Riis.
 Essays, by Ralph Waldo Emerson, 2 vols.
 Arabian Nights.

The books have only been in use for two weeks, but our faith has been abundantly justified. Mr. Wordell will tell you what he has seen and heard in regard to them. But before I yield my place to him, may I ask that after you have heard what he has to say, you will accord to us your generous sympathy and support in trying the experiment in other parts of the town; so that in a year or two we may demonstrate to the Trustees of the Public Library the value of the work, and ask them to take it into their own hands as the School Committee has done in the case of the school gardens.

After the reading of the foregoing paper, Mr. Wordell gave an account of the reception which the books had received on their arrival at the Friendly Society rooms. The men and boys were loud in their expressions of delight. One of them said, "Say, Mr. Wordell, are you going to cover them books?" and on being told that the books were to remain uncovered, he exclaimed, "Gee, we'll have to keep our hands clean." And they have kept their hands clean, so that the books are in excellent condition. They tear off the margins of the newspapers and use them as bookmarks rather than turn down the corners of the leaves.

The favorite books are those of a more serious nature, Fiske's and Parkman's histories, etc. One boy walked eight miles to finish Kipling's "Captains Courageous," and another came in and asked for Longfellow's "Poems," and read them steadily for two hours. Mr. Wordell said that the advent of these books was one of the best things that has been done for the Friendly Society.



THE LINCOLN SCHOOL GARDEN, IN JUNE OF THIS YEAR.

SCHOOL GARDENS.

The following is the report made in November, 1903, by Miss Esther F. Sullivan, teacher in charge of school gardens, to the School Gardens Committee of the Brookline Education Society.

Ground was broken for the school gardens the first of May. There were three in all,—one on the corner of Boylston and Cypress streets, one on Franklin street opposite the Sewall School, and one on the corner of Pond avenue and Allerton street. Mrs. A. B. Crocker very kindly gave us the use of the land on the corner of Boylston street near her house, Mr. T. J. Kelly the land on Franklin street, and the Brookline Land Company the land on the corner of Pond avenue and Allerton street.*

Mrs. Crocker's lot faces on Boylston street, about twenty yards east from the corner of Cypress street. It is one hundred and twenty feet long and ninety feet wide, making an area of almost eleven thousand square feet. The children of one eighth grade, and of two seventh grades from the Lincoln School, had gardens in this lot. Their ages ranged from twelve to fifteen years. Each child had a garden nine by seven feet in size. There were one hundred gardens in all. There was a two-foot border of flowers, including many varieties, on three sides. Around the fence there were sweet peas, scarlet runners, and gourds.

The gardens were laid out according to the following plan: beginning at Boylston street all gardens in the same row were marked one, those in the next row two, and so on, alternately, so that each child had either the number one or two. Every child had one tomato plant, one potato, and two cabbages in the central row of his or her garden. Number one planted beets in the two outside rows, radishes in the next two rows, and corn on each side of the central row. Number two planted lettuce in the two outside rows, onions in the next two rows, and beans on each side of the central

*The following year a corner of the Brookline Avenue Playground was secured from the Park Commissioners for a garden for the Winthrop School. This was fenced in and has been used as a school garden ever since.

row. We tried to arrange it thus so that the children could see how the different things grow when planted in the same place; then, too, they got a greater variety.

The land given for the season by Mr. Kelly was utilized for the children from the Sewall School. Every class, with the exception of the kindergarten, had a garden here. There were four classes,—the fourth, third, second, and first grades. The children's ages ranged from five to ten years. This plot is one hundred and fifty feet long and fifty feet wide, making an area of seventy-five hundred square feet. There were one hundred and fifty gardens in all. Each garden was four by three feet. The main paths were four feet and the side paths fourteen inches. There was a two-foot border of flowers down the main paths. The children were much younger than those at the Lincoln School. Each child planted about the same seeds. They planted beets, radishes, onions, beans, and lettuce, each kind extending in a furrow the length of the whole garden.

The land lent by the Brookline Land Company was devoted to the Parsons School. This was the smallest lot, being sixty-four feet long and forty feet wide, with an area of about twenty-four hundred square feet. There were fifty gardens here of the same size as at the Sewall School. The third and first grades had gardens. The third grade planted beets, radishes, lettuce, beans, and corn; the first grade, beets, radishes, lettuce and beans. There was a two-foot border of flowers on three sides; on the fourth was a row of poplar trees.

Notwithstanding special exertion, we were somewhat delayed in starting. The Crocker lot was not ready to be laid out until May 15th. The children then came and raked, hoed, and spaded their beds preparatory to planting. The first planting lesson was given on May 18th. As the children knew practically nothing about planting, and could not even distinguish the seeds, it was necessary to take small groups of six or eight at a time. The planting, therefore, was not completed here until the end of May.

The Sewall School garden was not ready for use until the last of the third week in May. As the gardens were smaller and all planted with the same seeds, a larger number of children could be taken out at a time. The planting was finished here the last of May.



THE PARSONS SCHOOL GARDEN AS IT APPEARED IN SEPTEMBER.

The Parsons garden was the latest of all. Its planting was not completed until after June 17th. The work in the three gardens was carried on as far as possible simultaneously.

In addition to the lateness of starting, we had another important element in farming to contend with,—the unfavorable weather. At first we had an extremely hot and dry period, and then a cold, rainy one. Notwithstanding these hindrances, the gardens flourished beyond our expectations. One principal reason for their success was the interest the pupils took in them. The work was hard, and the sun sometimes scorching, yet the pupils did not complain, and many of them were only too anxious to work after school hours.

The children were instructed in the rules for planting the different seeds, and in the care of the plants. They studied the growth of the plant from seed to fruit, and ripened seed again. After the close of the school they carried on the work throughout the summer. Attendance was kept; out of three hundred children, from one hundred and fifty to two hundred came to their gardens every week in the long vacation. One boy followed me from garden to garden.

The soil was especially hard this first year because it had not been cultivated before. That in the Lincoln garden was newly ploughed grass land, and in the Sewall was poor and sandy, so that these were especially hard.

The children were interested to think they could get what they did from what seemed to them an insignificant little seed. One boy said, "Am I going to get a radish from that little seed?" Another said, "I do not see how I shall get a large head of cabbage from a couple of leaves like those." Everything the children raised they took home. When the cabbages were ripe, one girl said, "I am going to watch my mother cut it open and cook it to see if it is like the cabbages she buys." One little fellow about five years old said to me one day, "My mother says if I do well in my garden she will let me have a garden in my back yard." A great many children did start gardens at home after they had started their school gardens. They were always making comparisons.

On the whole, everything that was planted in the gardens seemed to grow well. The cabbages, beans, corn, tomatoes, radishes, and lettuce were the best. The beets and onions were the least successful. From the Crocker garden we got

about two hundred cabbages, two bushels of potatoes, a great many beet greens, three or four hundred beets, a great many heads of lettuce, four bushels of beans, tomatoes, and thirty dozen ears of corn. There was a great amount of produce from the other gardens. One little girl picked thirty-six radishes at one time. A boy got six ears of corn, one cabbage, two quarts of potatoes, three quarts of string beans and some beet greens. During the summer, if a child helped on some garden belonging to an absent child, he or she would get the produce of his own and the garden of which he took care.

The parents were very much interested. A great many of them came to the different gardens. ' One and all expressed the same sentiment, that the work was an excellent thing, and that they hoped it would become a permanent study in the school program. Some of the mothers used to bring the smaller children to the gardens. In addition to the parents, many outsiders came to see what the children were doing. Everybody thought it was a fine project.

The work was continued even after school began again in September. The products in the garden were used for the science and drawing lessons. The flowering plants that were left were put into window boxes made by the boys in carpentry school. Those that were not used thus for the school rooms were put into flower pots and given to the most faithful children.

The Superintendent of Schools and the teachers were very much interested and gave their helpful co-operation from the beginning. Much depends upon the attitude of the teachers. Although there was a great deal to contend with, the gardens, even when critically judged, may be considered a success.

The following is the report of the School Gardens Committee made in November, 1903, to the Executive Committee of the Education Society:—

In planning its work this committee has had but one object; it has aimed to demonstrate the practical value of school gardens for the town of Brookline. In working out this plan it has been supported by a strong hope that the



CHILDREN AT WORK IN THE SEWALL SCHOOL GARDEN.



DISTRIBUTING FLOWERS ON THE LAST DAY OF SCHOOL.
(SEWALL SCHOOL GARDEN.)

School Board, in case the demonstration were really made, would either continue the experiment, or, following the example of many other communities, adopt the garden as an approved adjunct of the public schools generally. The committee accordingly has done all in its power to make the season's test conclusive. In selecting the schools to be given gardens and the grades to receive instruction, in placing the gardens and even in fencing them without barbed wire, in the appointment and supervision of the instructors, the committee has tried to suit the undertaking to actual and probably permanent conditions. The results of the experiment are for this reason particularly gratifying. They show that the school garden is not only perfectly feasible under the least favorable conditions in the town, but also rich in uses which commend its formal adoption. The committee's work, although including not a little that was merely tentative, may best be indicated by a summary of actual accomplishment.

The committee appointed Miss Esther Sullivan as an instructor to take charge of the gardens from the first of May to the first of October. Three hundred children received this out-of-door instruction. More than half tended their garden plots every week through the vacation. The established program of studies was not disturbed. The total expense of the gardens and of the instruction, amounting to about \$535, has been fully met through the generosity of interested citizens.

The following is a letter addressed in November, 1903, by the School Gardens Committee to the School Board:—

To the School Committee of the Town of Brookline:—

During the past summer, as the School Board is already advised, the Committee on School Gardens has been conducting, experimentally, a department of school work that neighboring cities and towns, and more particularly the countries of Europe, have already advanced beyond the experimental stage. The committee has maintained school gardens for the Sewall, Parsons and Lincoln Schools. These gardens have had no connection with the school grounds proper; they have been made upon private land secured for the purpose. Children from these schools, to the number

of three hundred, have been given individual garden plots to plant and care for, under the instruction of a special teacher, Miss Esther Sullivan, employed by the committee after approval by the Superintendent of Schools. Of the 300 children receiving this out-of-door instruction, more than 150 have tended their plots every week through the vacation. Their usual program of studies has not been disturbed. The total expense, amounting to about \$535, has been fully met through the generosity of interested citizens. Further details of the summer's work may be found in the report of the teacher in charge, Miss Esther F. Sullivan.

In carrying out this experiment, the committee believes that school garden work, as an educative agency, is radically sound. The garden educates, through activity and responsibility. As an out-of-door course, it not only affords proper instruction, but also in some degree relieves, during the weeks of warm weather, the sedentary habit of the schoolroom. The work arouses, at an age yet impressionable, the interests that later on will intelligently support the improvement of private premises, tree planting, parks, and whatever else brings the beauty of nature into closely populated districts. Further, the care of a garden plot wakens in the child a sense of ownership in exposed property, and this restrains his tendencies to petty depredation and wanton damage upon similarly exposed property of others. For the teachers, too, this garden work has value: it widens their opportunities for observing and influencing the child; it affords added means of correlating elementary studies; it supplies a natural, concrete basis for nature-study; it interests the parents. Finally, through the long vacation, it brings an element of country life to the children who must spend their summer in town,—it is a perfectly adapted auxiliary for the vacation school.

These convictions, shared by the executive officers of the Education Society, have supported the committee in its experiment. They now inspire the committee in requesting the School Board, in the light of attained results, to consider the expediency of adopting the school gardens as a feature of the town schools.

The committee would suggest that for the present the work might be continued somewhat upon the lines of the

experiment just closing, and extended thereafter as may seem desirable. Land for the Lincoln School garden has already been proffered for another season; without doubt the two lots fenced by the committee for the Parsons and the Sewall Schools can also be secured again without charge. The tools and the rubber hose provided for these three gardens the committee would gladly transfer to the School Board.

Very respectfully,

William M. Warren,
Mabel Cabot,
Mae Chapman,
Emma G. Cummings,
F. E. Palmer,
Ruth B. Whitney.

The following is a letter addressed in February, 1905, by the School Gardens Committee to the School Board:—

To the School Committee of the Town of Brookline:—

The following brief report of work during the past season is respectfully submitted by the Education Society's Committee on School Gardens.

These gardens have been maintained in connection with the Lincoln, the Sewall, the Winthrop, and the two Vacation schools. The transfer of garden privilege from the Parsons to the Winthrop School was made in order to serve the Vacation school in the Winthrop building.

The instructor employed, after approval by the Superintendent of Schools, was Mrs. Mabel E. Fitzgerald of Cambridge. Mrs. Fitzgerald had the benefit of experience at the Columbus Avenue Playground gardens. She deserves high praise for her efforts to make the gardens thoroughly successful.

The general plan of the work resembled last year's. Operations began May first, and were continued without break to October first. Three hundred gardens in all were planted and cared for under the joint supervision of Mrs. Fitzgerald and the regular teachers. Of these more than one hundred were kept by the same children throughout the season.

The garden at the Winthrop School, from its exposed position in a corner of the playground, suffered considerably

from wanton depredation. The committee feels that apart from a watchful police the effective means of preventing such annoyances must be the school garden itself. There is little danger to any garden, public or private, from a boy that has worked in a school garden. The annoyance itself is an additional reason why the good influences of garden work should be brought to bear on every boy in the town's schools.

The principals of the Lincoln, Sewall and Winthrop Schools have kindly sent the committee their unbiased judgments of the value and feasibility of the garden in their own schools. Their opinions are wholly favorable to the general plan. Their criticisms are few in number, and touch only details. Their communications will be presented complete in the committee's report to the Education Society.

The committee acknowledges with much pleasure the appropriation made by the Board last winter. This contribution of \$150 defrayed about one-fourth of the entire expense for the season. In closing, the attention of the Board is respectfully asked to the following facts:—

(1) This year's repetition of the experiment has confirmed last year's good results. The data for action by the Board appear to be adequate and in plain sight.

(2) All those who have had direct experience with the gardens, that is to say, the children and their parents, the teachers and the principals, as well as interested citizens who are following the movement, heartily approve the plan, and hope for its permanent organization by the Board.

(3) The private contributions already put into this demonstration exceed one thousand dollars.

(4) The gardens and the instruction in them can be provided more economically and to better advantage in every way by the Board than by a private committee. If the garden work has been successful under the difficulties inseparable from the present mode of management, there can be little question of its utility as a stable and well ordered feature of our public school system.

William Marshall Warren,
F. E. Palmer,
Miss Emma G. Cummings,
Mrs. Mabel Cabot Sedgwick.

A MUNICIPAL GYMNASIUM.

A meeting of the Brookline Education Society held on Tuesday, January 20th, 1903, was devoted to the discussion of the erection of a municipal gymnasium in Brookline. In the remarks made there was a good deal of enthusiasm, and the consensus of opinion was favorable to the proposed building. The first speaker was Dr. Dudley A. Sargent, director of the Hemenway Gymnasium at Harvard University, who said, substantially:—

It is hardly necessary to present to this meeting any argument intended to prove that physical training of some kind is necessary, and especially necessary at the present day. Once it was possible for a man, with his varied employments, to keep in very good health, but now he must give all his health and strength to the business which has claimed him. Today he must get his health in some other way. I notice in the last few numbers of the popular magazines an ever increasing space given up to physical training advertisements. In a late copy seven full pages were given up to this form of display. This is a fact of great significance; it indicates the mighty hunger of the people for something which will bring back to them the health they have lost and the strength which has gone from them.

I believe in all kinds of athletics, especially where it is a means to an end. I must confess that most of the athletics in our colleges are not used in this way. They all fail in this respect—that they do not train men for the business of life; they do not train them to keep themselves in robust health during the business years after they have left college. In all forms of athletic sports the very men who are picked out for special training and exercise are the powerful, healthy men, while those who need it most of all do not get the slightest attention. The end in view is the sport. The sport is improved but the men are not. In fact, many of those strong ones who enter the games injure their health by overdoing, and overtraining. Now the old-fashioned gymnasium was

peculiar in many ways. The work done was spectacular, and all who attended tried to perform feats on the apparatus. The work was not done for the sake of healthful exercise but in special lines, so that those who were not specially adapted did not often attend. Indeed, I have heard President Eliot say that in his day gymnasiums were considered to be just a little "off color," and not the most desirable places for young men to attend. But now all that is changed. About two thousand students attend with some regularity the Hemenway Gymnasium. Out of that large number scarcely any come for anything but general development. You will not often see a spectacular feat attempted. It is not prohibited, but the spirit of the gymnasium has been directed against it. Most of the men come there for the purpose of preparing themselves for their work, and their aim is to keep in form for the general work of the college.

I regard the gymnasium much as I regard the library: a place in which to develop power for life work. We have no gymnasium exhibitions and no one is asked or expected to keep up to any class. If a man can walk we can give him exercise which will help him and strengthen him. In this respect we are going back to the Greek idea of gymnasiums, where every condition of man can be taken in charge and where there is a department for every desirable sport which can be played under cover. One of these departments might very profitably be a billiard hall.

Brookline is in a very fortunate position, having taken the lead of the country and having brought much honor to itself, by the construction and maintenance of its Public Bath. These baths are bound to go through the country, now that you have shown how profitable they are. We should be glad to see you have the credit, also, for the construction of a fine public gymnasium. Brookline has a rare opportunity to create, in connection with its Public Bath, an institution for physical culture which would be unsurpassed in the country and probably in the world.

Dr. George W. Fitz of Boston said:—

The question of the establishment of a municipal gymnasium necessitates the careful consideration of what results may be expected from it, and why these results are of suffi-

cient value to justify the expenditure involved. This discussion of values must be based upon the interrelation of physical and mental condition to exercise as determined by various observers. Some of the more important of these studies may be briefly summarized as follows:—

Ammon has shown for a German city that city life kills out families in from two to four generations, the extinction being directly due to a rapid reduction in reproductive power, a sign of marked physical degeneration.

Warner has shown that frequent signs of marked nerve weakness and strain exist in the school children in London, especially in those schools without any physical training, whereas in the schools offering even a very moderate amount of gymnastics these nerve signs are mentally less.

Porter in St. Louis, Bowditch in Boston, Hastings in Nebraska, Christopher and Smedley in Chicago, and Sargent and Beyer in Cambridge have all proved that the better developed boys and girls, the taller and the heavier, are also more advanced in their studies, the difference amounting sometimes to as much as two or three school grades.

The records of all gymnasia show that proper physical exercise secures full physical development for normal children during the growing period and thus serves to give them the necessary physical foundation for school work and for after life.

It has further been demonstrated in all classes of gymnasia that the good effects of gymnastic work are not confined to the physical or mental aspects of development but include a most pronounced increase of moral tone. This has been most strikingly shown by Dr. Wey in his studies upon the effects of baths and exercise upon convicts in the Elmira Reformatory (N. Y.). These agents have been proved to have the power of changing stupid and obstinate men into fairly bright and willing students and workers. In many instances these constituted the most effective and in some cases the only means for the constructive reform of the men.

All observers agree that exercise develops the nerve control of the body and that the most important education for a young child is this growth of neuro-muscular power. But in our city life few children have an opportunity for normal development, and few adults are in even fair neuro-muscular balance.

Since the evidence is thus so conclusive that exercise lays the foundation for full mental power and wholesome nerve action throughout life and has profound effect upon the moral nature even in the lowest and most degraded classes, it is as important for communities to supply gymnasias as it is for them to supply schools. Indeed the time is most surely coming when no school will be considered complete without its gymnasium and playground, and, in certain classes of districts, its baths also. Brookline has a unique opportunity to demonstrate the value of this triple influence for wholesome development.

Mr. Lane, Chairman of the Bath Trustees of Boston, said:—

There are five gymnasias under the supervision of the Bath Trustees, which are taxed to their utmost capacity. They have already passed beyond the stage of experiment and have become a practical necessity.

We have, in each gymnasium, two days a week set apart for women and girls, the morning for the mothers' class or married women's class, the afternoons for school girls, and the evenings for working girls; and two days in the week for the boys and two days in the week for the men. At each class the gymnasias are practically crowded to the doors.

I might quote the statement of a schoolmaster in one of the most congested districts in East Boston, of the value of the gymnasium to his pupils. He stated that the doctor from the Board of Health who visits his school, told him that his school, although situated in the most unhealthy part of East Boston, had a less percentage of sickness there than in any other school in East Boston. He attributed it to the use of the gymnasium and shower baths by the pupils.

The firemen and policemen find the gymnasias of the greatest help in preparing them for their callings. Formerly 70% was sufficient in the physical examination of the candidate for the fire department, but since the establishment of the public gymnasias 85% is required.

We find the great trouble is the cost of maintenance, and have come to the conclusion that one large gymnasium is much better than three or four smaller ones, as the cost of maintenance is relatively the same.

The Bath Trustees' idea of a gymnasium would be a building comprising one hundred feet in length, one hundred feet

in width, and at least thirty-five feet in height, with about twenty showers and two hundred lockers.

Rev. Wm. T. Crocker of the Boston Bath Trustees said:—

It may be of interest to describe the beginning of the East Boston Gymnasium, but it hardly seems necessary to speak of such a matter in Brookline, because the first beginning of the East Boston Gymnasium was made possible through the kindness of a resident of Brookline, Mr. George Dexter. In conversation with Mr. Dexter one afternoon in East Boston, the need of the boys of East Boston for a gymnasium was mentioned, and also the fact that it was possible to secure certain apparatus very reasonably at that time. Mr. Dexter at once bought this apparatus, and a gymnasium was started at 266 Marginal street, East Boston, in an old blacksmith shop. This building was so crowded, and the work was so successful, that through the generosity of Mrs. Daniel Ahl of Boston, the present building on Paris street was purchased, and the East Boston Gymnasium established. The floor space, although the largest of any in the country, was at once taxed to the utmost. A small fee was charged.

Under Mayor Quincy's administration the gymnasium, which had been running very successfully as a private affair, was presented to the city with the understanding that it was always to be used for gymnastic purposes.

From what I have seen of the work of the gymnasium, and also from what I know of the needs of the young generation, I feel that there is no more important institution in Boston today for the development of the young than the public gymnasia. With no opportunity for recreation or play, the street has been the only playground for the children. The gymnasia have been a great boon for them, not only for the exercise, but also for the baths.

It is perhaps significant that the three speakers here tonight from East Boston would not have been present if they had not met this morning in the Hand Ball Court of the East Boston Gymnasium. I think I might safely say for them all that there is no object of public interest that seems to them more important for our rising generation, and for that reason we were very glad this evening to give up other engagements to come here, to give our opinion of the value of public

gymnasia. We hope that Brookline will see the value and necessity of such an institution in Brookline.

After some personal references Dr. Thomas said:—

The gymnasium I want to see in Brookline under municipal ownership is one to which not only boys and girls will be attracted, but especially business men who have been spending the morning and afternoon of every day in offices and stores. Of course we must get the best thing obtainable under the conditions in which we find ourselves. But as Brookline is an illustration of the advantages of local self-government it seems to me that we ought to aim at doing something which should benefit the whole population. I have noticed that far too many men break down nowadays at forty-five years of age or thereabouts. Inquire into their habits and you will find that almost invariably these men take no walking or other kind of exercise. Both mind and body become enfeebled by exclusive attention to one thing. I would like to see a gymnasium like the one in which I spent three weeks at Baden-Baden, where there are seventy machines adapted to all the needs of the human body—where the machine does half the work but the man gets the whole result. To such an institution men would be drawn in large numbers at the very time of life when most they need exercise of the kind furnished by the Lander system. Under the direction of a skilled medical man with such assistants as are required, such a system would be a boon to all the adult people of the town. But if this is too ideal, if we cannot have this, let us get the best we can. If all that the tax-payers are ready for is to provide an ordinary gymnasium for young men and women, let us have that. But whatever we have, let it be the best of its kind. The time will come, I hope, when the ordinary gymnasium will be supplemented by some such institution as that to which I have referred and the most advanced kind of modern medical gymnastics be found at our own doors.

Mr. Osborne Howes said in part:—

The change which has taken place in the life of civilized man by the introduction and use of labor-saving devices has made it almost imperative that those who do not have duties

to perform which involve manual labor should find some means of physical exertion for the maintenance of bodily health. A generation or two ago the average head of a house had a great deal of work to do around his own home which involved physical exercise, such as the cutting of wood, the making of fires and the pumping of water. In going to or from his work he was in most instances compelled to walk because there did not then exist the modern methods of rapid transportation. Elevators were then unknown, and a muscular development was then obtained through stair-climbing that is almost unknown at the present time. It is therefore imperative, not only for the young, but for the middle-aged and perhaps for those of advanced years, to have some artificial physical exercise regularly taken or applied as a substitute for the ordinary exertions of a half century ago. This can best be given through a gymnasium, for the reason that it is possible in such an institution to secure, with the least expenditure of time, that particular form of physical exertion which is needed in the case of each individual.

Of course, with the young, the out-of-door sports supply to quite an extent the deficiency caused by the absence of various physical exertions incident to the old-time methods of life. But our athletic games are quite apt to be specialized and given over for practice to a select few. The tendency in the schools seems to be to limit participation in various games to those who are the most proficient, and unless a boy can make the school team in football, baseball, hockey and the like, he prefers to play the role of spectator to that of inferior participator in these out-of-door sports. Where the co-operation of class work in gymnastics takes the place of competitive athletics, it is probable that a better physical development can be secured than is now possible under the ordinary school conditions. Thus it will be seen that to all ages and classes of people the gymnasium offers advantages which would be largely availed of in a town like Brookline.

I cannot doubt that if the matter is fairly presented to our citizens there will be little difficulty experienced in having the town vote the money needed to build, equip and maintain a municipal gymnasium.

Dr. Walter Channing, chairman of the Brookline Bath Committee, closed the discussion.

"The meeting has," he said, "accomplished the purpose expected: that of directing the attention of the town to the necessity of a public gymnasium. It may take time to complete it, but I feel confident of ultimate success. We find that the Bath is appealing to just those people whom we wish to reach through the gymnasium. Our fine swimmers have aroused a great deal of civic pride and the name of Brookline has become widely known because of them. I have come to feel that we are needing something broader than the Bath House. We have as yet only half accomplished our purpose. When we have the High School, the Manual Training School, the Bath House and the Public Gymnasium we shall have a group of public buildings calculated to develop to its highest point the community of Brookline. Until we have this we have not done our duty."

A COMMISSION ON MUNICIPAL IMPROVEMENT.

Two addresses relative to the above subject were made at a meeting of the Brookline Education Society February 26th, 1907, by Messrs. Walter H. Kilham and Robert D. Andrews. Mr. Kilham addressed the meeting as follows, illustrating his talk with many interesting pictures.

MR. KILHAM'S ADDRESS.

Subject of Discussion.

- (1) That beauty (which aside from natural topography arises principally from correct planning and treatment of streets and squares) is one of the most valuable of a town's assets;
- (2) That assuming the future growth of Boston as certain, a much larger population than at present is sure to occupy the territory of Brookline within a near period;
- (3) That in proportion as the land of the town is thickly settled will be the difficulty and the cost of making alterations in its street lines. Assuming these things

Is it Worth While—

To provide for the wise development of the town by the establishment of a small board of citizens whose attention to these aspects of the town growth will be constant, and whose aid may be sought in special instances by the Board of Selectmen, and who may from time to time report to the citizens of the town the conclusions of their study?

Preliminary Statement.

The movement for Municipal Improvement is the most important matter in the field of art that is before the public today. In its broad sense it includes proper designing and adornment of streets and squares, regulation of public advertising, proper location of public buildings, the design of street fixtures, and various other related matters which go to form a beautiful city. In this connection the question immediately arises, "What need has Brookline for anything of this kind?" Thanks to good administration Brookline has perfect muni-

cial conveniences. Its public buildings lack nothing that can be purchased with liberal appropriations. Its winding and tree-shaded avenues and the beauty of its estates are famous all over the world. If this state of things could only continue, discussions of this sort would be an absurdity. But the future may as well be faced. Old estates are rapidly being cut up into building lots. Solid blocks of houses occupy many an old garden. In the probable course of events nothing can prevent a dense population from occupying much of Brookline territory within the next twenty years. Whether the end of that period will find Brookline still the most beautiful portion of the Boston district, or whether that distinction shall have been acquired by some other section is a question whose answer depends largely on what action may be taken in the immediate future. It is our desire to bring these matters to public attention and, after presenting our argument in the best way that we know, to ask whether agitation of this subject is not worth while.

Apathy of the Public.

There is perhaps nothing especially original about this proposition. In various forms, agitation of this sort has been before us for some years. The matter was brought up last year without the slightest result. There is no doubt that the entire public believes in artistic improvement in a general way, but its attitude recalls the remark of the little girl who, when asked if her father was a Christian, said, "Oh, yes, he is, but he is not doing much at it now." Talk of streets and boulevards, vistas, axes, and squares sounds visionary enough for Brookline at present; but the future may as well be faced now as ever. The rural character of the town is rapidly disappearing and must continue to still more rapidly disappear. The matter of superficial adornment is a mere detail, but the proper laying out of its main thoroughfares and their intersections is of the utmost importance, and postponement of its study means enormous future expense. In the indefinite future all sorts of improvement may be hoped for, but, as the philosopher said, "Hope is a good breakfast, but a bad supper," and the only way to assure anything being done is to continually strive to awaken interest.

Great carelessness in these matters has always been characteristic of American cities, and a little thought will show that not only is the haphazard arrangement of our streets, architecture and public fixtures unsightly and irritating to the educated eye, but it is actually frightfully expensive. The daily waste of time and energy caused by the congested streets of Boston needs no comment; the disaster at San Francisco brings to mind the waste of energy caused by the heavy grades which were forced upon that city by the gridiron system of streets, which took no account of natural topography; the shortsightedness of property owners who allow attractive parts of a city to be cheapened by great signboards is another example of the general "haste and waste" American policy.

When a great institution, such as a hospital or manufacturing plant, is to be built, a general plan is devised which provides for the location of the various departments in their proper relation to one another. The general office for administration is located where it can be most easily reached by all classes; the heating plant, power-house and various departments all have their assigned places, and the entire layout is carefully studied so as to properly allow for future extension. On the contrary, in the case of a city, which may be compared to a great business establishment in which thousands of stockholders are interested, nothing of the sort is done. Additions are made by irresponsible parties, and seldom is any general scheme followed, either in extension or adornment.

Remarkable Progress of the Movement Elsewhere.

Only in recent years, if we eliminate the work done during the early years of the Republic, have the people of this country shown an appreciation of the good results which may be attained through artistic guidance.

When Senator McMillan in 1901 secured the appointment of a commission to report on the artistic development of Washington he started a far-reaching movement. The report of this Commission, presented January 15, 1902, was the spark which lighted the fire of enthusiasm for a systematic development in every direction.

Business men in various places, after seeing the report of the Washington Commission, have secured the appointment

of prominent experts to study and report on the improvement of their cities. Among the more important places which have as a business proposition taken active steps to secure a systematic and artistic plan for their future growth may be mentioned Cleveland, Buffalo, New York, Philadelphia, St. Louis, San Francisco, St. Paul and Chicago; and the movement is also being felt in many small villages and towns. Last year a Metropolitan Improvement Commission was authorized for Boston, and an appropriation made for a proper study of the needs of the city in this direction.

Actual Monetary Value of Beauty to the City.

This appreciation of the value of beauty prevails much more extensively abroad than here. Athens, Rome, Florence, Venice and Paris have found the beautiful a wonderful business investment; but as a matter of fact no better illustration is needed than the experience of Brookline itself, which owes its present prosperity to its beauty more than to any other feature. London is spending millions to rectify former mistakes. Paris, after having spent two hundred and sixty-five million dollars on the Haussmann improvement from 1854 to 1870, has found it such a paying investment that it is now contemplating spending two hundred and thirty-six million dollars in a new development, exclusive of the cost of buildings, statuary, sewerage and water supply. A movement is well under way in Boston looking toward rational municipal improvement. Why should not Brookline consider the matter?

It is impossible to estimate the actual profits which Paris derives annually from her parks, boulevards, and public buildings. Napoleon III. never dreamed of the enormous income which he was guaranteeing his capital when he rebuilt the city in the early fifties. Bankers have estimated that Americans spend a hundred millions annually in foreign countries. It is safe to say that Paris receives at least one-fifth of this vast sum, the profits from which are probably as great as are the profits from pork to Chicago, shoes to St. Louis, or beer to Milwaukee.

Our own national capital is an illustration of this same principle. Sixty years ago foreign ministers preferred to live in Philadelphia, and suffer all the inconvenience of travel

back and forth to Washington, rather than live in the capital with all its municipal squalor. Today Washington, with its clean and well-paved streets, its excellent street car service, its systems of beautiful parks and drives, and the stateliness of the nation's public buildings, is the mecca for thousands of visitors annually, and is rapidly becoming the winter resort for the nation's fashionable and wealthy citizens.

Artistic Culture Unconsciously Acquired.

The prominence which has recently been given to questions regarding the physical aspects of American towns and cities indicates a change in the public consciousness. Municipal Art Commissions have been formed which have effected the removal of disgracefully ugly monuments; money has been liberally provided for mural decorations of important public buildings; reprints of the old masters adorn the walls not only of our own homes but of our schoolrooms; and a bill is now before Congress, with some prospect of success, which actually provides for the free introduction of foreign works of art. All of this is highly gratifying.

But for all this increasing dissemination of the work of the sculptor and painter, one may inquire if our people are really in a way to reach the one ultimately desirable result, that is, artistic feeling as distinguished from mere education. To illustrate: An Italian immigrant, unlettered and unread, from Genoa or Tuscany, sails for America. In his boyhood home, as he walked the streets of his native city, he has looked upon massive palaces of the Renaissance, with portals and cornices sculptured by master hands of the Cinquecento. On his Sunday or holiday he has strolled unopposed through halls filled with priceless marbles; for a pittance he has heard the choicest music; he sees the great squares of the city, fair, beautiful and clean, and playing in the basin of some fountain, sculptured perhaps by Donatello or Ammanni, under a sky of matchless blue, has looked down the long, regular streets, with their gay and shifting population, and has been conscious of some feeling of content, of senses satisfied and mind at rest. The mind of this poor immigrant, destitute of education, may yet contain a higher measure of artistic sensibility than that of any one he may meet in his whole first day's walk in the crowded streets of the New World. What

does this man find in the rotten piers and sordid wooden sheds of Boston's waterfront to solace his mind for the loss of the beautiful harbor of Marseilles or the stately sea front of Palermo? Or, to his more highly civilized intelligence, what rank do the trolley-wire poles of Copley Square assume beside the colonnades of even such a square as that of his at Naples?

In other words, a people may have a feeling for what is beautiful without even possessing the slightest information on the history or rules of art, and I hold that this feeling, this power of appreciation, is more likely to be unconsciously assimilated by daily traversing beautiful and regular thoroughfares lined with handsome buildings and free from ugly advertisements and street fixtures, than by any amount of reading or lecturing or looking at photographs. The work of Velasquez or Rembrandt remains in the Art Museum, seen by a few, but the noble tower of Trinity or the portico of Rogers is a daily and constant influence upon thousands of passers-by.

Noble buildings, beautiful squares, harmonious and orderly architecture, seen and observed by all who pass, have an influence more powerful, and affect the mind more subtly, because less consciously, than any painting or statue can possibly do.

Examples of Actual Work Accomplished.

To illustrate by a few concrete examples: When, thirty years ago, a new opera house was to be erected in the city of Paris which should outclass anything of the kind in existence, the cheapest available site was not purchased. If it had been in Boston it would probably have been relegated to the solitude of the Back Bay Fens, to be later surrounded by apartment houses and storage buildings. Not so in Paris. The most central spot on the busy boulevards was selected; a tract several acres in extent of tortuous and narrow streets was taken by eminent domain; the streets were rearranged on a more liberal scale, and a broad avenue cut through the mass of houses on the axis of the façade, to the Louvre, nearly a mile away, so as to show off this gem of architecture and give it a chance. Later the land on each side of the avenue and streets was resold at an enormous advance, and

by judicious regulations the architecture of the new buildings was kept in harmony with the Opera House, and the marvelous perspective of the Avenue de l'Opera is the result.

Many more such examples could be cited, such as the recent construction in London of the Kingsway, or some years ago that of Northumberland avenue, which splendid improvement by careful management is said to have actually netted the London County Council upwards of 125,000 pounds sterling, or over half a million dollars. But it is not necessary always to embark on undertakings of such magnitude. One has merely to contrast the spirit of local pride which prompted these outlays with that which in Boston, for instance, concealed a three-million-dollar courthouse and an equally costly State House among the intricate lanes of Beacon Hill.

The first thing the Frenchman looks out for is his point of sight. He must have things on axes; he admires long perspectives of harmonious structures with the great crowning object at the end; and it is by these means that the French have made Paris easily the first in point of beauty among modern capitals. We also have had opportunities. On Bunker Hill was built a lofty and impressive monument. Some years later a new and wide street was cut through the buildings of Boston and a new bridge thrown across the Charles. The axis of this street, as you will see by the slide, just misses the monument by a few points. Here was a chance for a wide avenue, a monumental bridge and a grand approach to the historic memorial, with a vista nearly two miles long. But "opportunity once lost, returns no more." There is no second chance.

Street Planning.

A sort of skeleton or theoretical plan of a city's growth should be mapped out and improvements and extensions made to conform to it. Every city or town has certain local peculiarities of topography and traffic which should be studied by men who have fitted themselves for the work by training and study. This point can be well illustrated by the way in which the great problem of the new Paris street improvements is being studied. By the conventionalized actual plan of the city of Paris, shown on the screen, it will be seen that

only two main continuous thoroughfares now actually cross the city, and great congestion ensues at their intersection—the corner of the Rue de Rivoli and the Boulevard Sebastopol. Other radiating avenues are not continuous, but stop at the inner or outer boulevards.

The project calls for the demolition of the encircling fortifications and the construction of a boulevard in their place connected with the centre of the city by converging avenues. These avenues, they say, should become wider as they approach the centre, just as the veins and arteries are largest nearest the heart. But it would be imprudent to make all highways tend toward the same point, as this would cause inextricable congestion and confusion. Streets leading to the centre should be connected by a large circular or polygonal highway or collector passing through the middle distance of the business section.

A plan was then made showing the theoretical street system of what might be called the Perfected Paris, with street lines carried through and a rectangular collector established at the city's heart; and then a plan showing the actual proposition which was made, with heavy black lines showing the proposed new streets, with the lacking portions of the "collector" actually built and the Boulevard of the Fortifications studded with little parks and forming a worthy boundary for the city. Though not particularly applicable to Brookline, the proposed plan of this boulevard is interesting as a variation from the usual type. It is proposed to have, instead of the usual rows of trees and straight blocks of buildings, a building system by which the fronts will be alternately projected and recessed to form small courts in which trees will be planted and an agreeable variation of perspective obtained.

If again it is said that with our democratic institutions where the rights of the private individual too often take precedence over those of the public, works of this kind would be impossible, we may point to the plan, devised by a "benevolent despotism," for the improvement and future extension of the city of Manila. Whether by the "consent of the governed" or not, does not seem to matter in this instance, but here is an ideal city, planned with government buildings, hotels, clubs, and expositions arranged in a harmonious group, and with hospitals, parks and playgrounds all in their proper relations.

What a contrast is this to the newer planning of some of Boston's suburbs, where the mind of the surveyor, subservient to the owner's wish for the greatest possible number of corner lots, has evolved street plans which resemble mazes for the entanglement of wayfarers more than convenient means of access and thoroughfare for a given territory. Or, as an example of what a great city can grow to when no thought is taken for its rational development, suppose yourself starting from Brookline Village with a desire to reach, say, Field's Corner by the most direct route. A little experimenting will show what would be encountered in the way of turns and corners.

Would not the appointment then of some trained permanent commission which might study the topography of Brookline, its hills, valleys, foci of population, its probable future routes for the streets which must necessarily sometime be built through the outlying sections toward West Roxbury, be a wise move at the present time? Or shall the planning of these future streets be left as heretofore to the land agent and the speculator?

Adornment of Streets.

The matter of street fixtures and decorations is of less importance than the grand plan, but a few remarks may serve to show how these questions are considered in various places.

When a new union station was built in Frankfort, Germany, a city one quarter the size of Boston, the municipality laid out a fine, wide avenue to the station, finishing with a handsome open space lighted by tall electric light masts of elegant design, and, furthermore, offered a prize of 20,000 marks to the person who would erect the finest building on the new streets.

Study in the method of placing groups of statuary is an important point. A statue needs a background as much as a picture, and we who would never think of hanging a picture on our walls unframed, often put a statue in a street where its only background is made up of hideous advertisements or ugly roofs and smoky chimneys. Where possible, a background of foliage should be managed, or a blank wall, as in the case of the Fontaine St. Michel, this being more easily

effected if the statue is placed opposite the end of a street and against a building.

Fountains are much more universal in European cities than here. In Rome, for instance, scarcely a square is without a vigorous and graceful jet or cascade of water, which is kept flowing every day, instead of merely leaking, as they do with us. Possibly less water is used in private houses than here, but it all leads to the conclusion that the American people do not wish for things in common. We have more luxurious homes, but they are on meaner streets.

The Bostonian regards his thoroughfares as means for getting from his store to his house; the Parisian finds them places to be lingered in, and on the broad sidewalks in front of his café he meets his friends, sips his coffee and watches the passing throng.

We could scarcely think of sitting on the sidewalk of one of our avenues; but imagine a walk thirty feet or more in width, bordered with trees, and suppose the passing throng to be made up of people who find it a pleasure to walk the streets of their city, who, in fact, find their boulevards more attractive than any woodland lane, and the street becomes at once a pleasure ground. All Paris is thus a great park. It was Théophile Gautier who said, with the enthusiasm of a born Parisian, "that after all the boulevards of Paris were the only habitable spot in the world."

In Berlin the new elevated railway is so constructed with ballasted tracks as to be comparatively noiseless. Trees are planted on each side which have grown up and totally hide the trains, while the space under the structure is laid out with lawns and seats, like the Commonwealth avenue mall, and is a most popular promenade, being even known from its sheltering qualities in rainy weather as "the umbrella of Berlin." Instead of damaging property, this elevated railroad has actually raised values along its line,—another example of making the city itself the garden, instead of constructing costly and inaccessible park systems.

The question of advertising is another important matter. In Paris or Brussels, for instance, the city owns small ornamental pavilions or kiosks, which are rented to concessionaires for the sale of newspapers and small wares. The spaces on the sides of these kiosks are rented for advertising, so that

instead of the city being defaced with enormous and dangerous signboards, which injure property values and profit only a few, the municipality secures a good income and the artistic sense is not violated.

These kiosks often are made to carry a fire alarm and mail box and street light, thus supplanting the complicated arrangements in vogue with us where a separate pole is used for every branch of street service.

One may say that these cities are ancient and wealthy capitals with the culture and experience of centuries at their back, but there are many examples of high artistic results which have been attained in wholly modern cities.

At the conclusion of Mr. Kilham's address the discussion was taken up by Mr. Robert D. Andrews.

MR. ANDREWS' ADDRESS.

The previous speaker has so fully illustrated the advantages which come from a wise and intelligent treatment of the physical aspects of towns that there is no necessity for me to dwell upon this side of the general question before us. I doubt, however, if the average citizen realizes in the same way an architect or civil engineer does, the enormous importance and economy of starting with a good plan. I am sure that Mr. French, for example, will agree with me that nothing requires more imagination, and in no case is the effort of imagination better repaid. The changes which come about in the development of a region like ours are of so gradual a nature that few persons can realize how extensive they are, except by some concrete representation of them.

I am going to throw on the screen, therefore, a plan of Brookline as it was in 1846, and a plan of Brookline as it is today. The interval is just sixty years. Apart from the fact that the earlier map shows throughout a distinctly rural region, such as the extreme western part of the town is today, the great difference between the two is the existence on the modern map of the great thoroughfare today known as Beacon street. In 1846 Brookline avenue existed, part of it being a milldam, and the continuation at a different angle of the same milldam which forms Beacon street in Boston. The road along the shore of the Charles River, called the

Brighton road, also existed, but of the great thoroughfare which now extends so superbly through the town there was no trace. Even at that time, however, a person of imagination might easily have foreseen that this great artery of travel would be a future necessity; and the question arises, Are there not future lines of travel and inter-communication, established by the natural features of the region taken in conjunction with existing centres of population, which may be foreseen with equal clearness today?

I will offer a single illustration. There is across the Charles River at Cottage Farm a link of railroad connecting the Boston & Albany and the Boston & Maine systems. It is at present chiefly used, I believe, for local freight; but it is highly possible that at some future date this easternmost of all the links connecting the railroads lying to the north and the south of Boston may assume an importance vastly greater than it has now. It is entirely possible that at some future date a great Union Station might be built at this point to which all through trains arriving in Boston would come, and from which passengers would be scattered to their destinations in all directions. In such an event the importance of a great thoroughfare leading to that region from the heart of Brookline would be very apparent.

Suppose, then, a broad avenue leading from this region to Coolidge Corner. This might well be the development of existing Pleasant street. Continuing from Coolidge Corner it would coincide with Harvard street to a point a block or two east of the Harvard street church, at which point it would be in the line of Cypress street extended through to Harvard street. At that point the new avenue would bend slightly and follow along that extended line on private property until Washington street was met, and then on to the corner of Walnut and Cypress streets. It would here enter upon private property, pass through the central glade of the Sargent estate, and make its way up over the hill combining with Warren street, or on through the valley a little to the east. In either case it would then extend on to the southwest by the Country Club, towards the very beautiful undeveloped region lying beyond. I am not claiming that this would be a wise thing to do now, or later. I am merely suggesting it as illustrating the kind of problem which such a

board as has been suggested might wisely consider. The great cost involved in such undertakings is the best of all reasons why they should be most deliberately and carefully studied in all their aspects; and even when the wisdom of any such great undertaking becomes apparent, and the public sentiment of the town seems to endorse it, it is not essential that the actual construction of such a work should be undertaken at once. What is essential is that nothing should be permitted which will prove for any reason to be an insurmountable obstacle to the carrying out of the project by future citizens of the town. Indifference in such matters may very properly be considered by coming generations as evidence of selfishness and lack of civic pride. If there were some way in which the public could be more taken into the councils of those who administer these matters in behalf of the town, it is probable that there would be created a finer ambition and a keener interest regarding them in the minds of the citizens at large. If it were possible to establish such a board as is suggested, it might properly be a part of their duties, and perhaps a large part, to place before the town its possibilities in this connection, by means of printed plans and pictures.

Mr. Kilham has alluded to the problem which has confronted various cities of the country in respect to the location of their municipal buildings, and how a widespread attempt is being made to bring such buildings together in a single architectural group, so that they will be more convenient and also more impressive and beautiful. This is a question which Brookline might well ponder. Brookline is very fortunate in retaining a conservative form of town government; it is very fortunate also in the material wealth of its citizens; and most fortunate of all, I believe, in the intelligence of these citizens and in their high purpose in all that relates to the civic welfare. If this be true, should not this town play a leading part in the revival of interest in the aspects of American cities? I say *revival* of interest, because there is evidence in every old town on the Atlantic seaboard that the founders of these towns brought with them from the older civilization of Europe ideals of planning that we, in our busy commercial life, have forgotten. I could mention a number of cities where from the water, harbor or river, as the case might be,

a broad street ran up to a central point at which, in the midst of a square, was placed as a dominant feature of the town the Town Hall, or State House, as it often became later. We have this dignified and proper arrangement here in Boston.

The treatment of Village Square is another matter in which multitudes of citizens are very greatly interested. Would it not be of great benefit if possible treatments of this and similar problems could be put before the town in the shape of plans and pictures some months before the problem is to be decided, so that public opinion would have a reasonable opportunity for its formation? The question is not primarily one of confidence in the judgment of those whose province it is to determine what the town shall do in these respects, but rather how to enable the townspeople to reach a clear and well-defined appreciation of the merits of any scheme in season for them to give expression to their conclusions.

The difficulty seems to lie in the absence of a tentative program or general scheme to put before the town a sufficient length of time in advance of the need for action to enable the townspeople to get familiar with it and to realize its ultimate advantages. No one wants to expend money for what is not necessary; but the necessities of life are relative, and the thing which is not necessary today will become necessary tomorrow. The expenditure made for parks is an illustration of what is undoubtedly a wise comprehension of future necessities. So is the establishment of the great natural lines of travel in a town, and in a lesser, but more definite way, the right establishment of the street lines at the points where important thoroughfares come together and unite to form a square or other area, by whatever name we call it. These points of junction are the spots in all well-ordered cities where the greatest pains are taken to assure a harmonious and possibly beautiful architectural aspect. The reason why this is so is, of course, evident. It is here that architectural effect is most worth while, because it is seen by the largest number of people.

In conclusion, I would like to emphasize one point,—and this is a point upon which all professional men who have to do with the production of the beautiful aspects of a town are very anxious that the public should not misunderstand them—that immediate beauty or superficial decoration is the last

thing they have in mind. The first and most important is that the plan of a town or city shall be a practical working plan, economical in cost and in service; but in the method of accomplishing these ends there may be great differences, and the right method is that which finally permits the greatest architectural attractiveness without the further expenditure of public funds.

At the annual town meeting, held March 25, 1908, the following article was considered:—

Ninth, To see if the town will appoint a committee of seven to study the problems of municipal improvements made necessary by the growth of the town and report their recommendations at a future meeting; the committee to serve without pay and to be empowered to employ professional assistance at an expense not exceeding one thousand dollars (\$1,000.00).

The meeting authorized the appointment of the committee by the Moderator after adjournment, and appropriated \$200 for expenses. The committee appointed consists of Messrs. William H. White, George D. Burrage, Tucker Daland, Frederick P. Fish, Walter H. Kilham, Michael J. O'Hearn and Philip S. Parker.

A STUDENTS' LOAN FUND.

A meeting of the Brookline Education Society was held on December 4, 1906, to consider the feasibility of a students' loan fund. The following is a report of the addresses made at that meeting:—

Dr. Reuen Thomas spoke first and said it had long been his conviction that a fund of the nature of that suggested by Mr. Aldrich might be so used as to be of great value towards the completing of the education of such as had run a distinguished course at the High School, had proved themselves of the stuff of which scholars are made, but could not, without assistance, take a collegiate course. He then gave as an illustration the case of a youth he had known at a school in England, answering in its grade to the Brookline High School. In that school weekly registers were kept in which success or failure in studies was indicated by arithmetical figures. At the end of every week, month, quarter, year, these figures were added. The rank of every boy in the school was thus determined. The youth referred to was in one year third boy in the school, in the next year second, then, in the year following, first boy in the school. His course had been so creditable and indeed brilliant that everybody said he must be sent to one of the universities, Oxford or Cambridge. He would be an honor to the school. If only some one could have been found to guarantee his expenses for one year there would be scholarships open to him which would secure him for the next three years. The honors of the university would some of them surely fall into his lap. But no one could be found to guarantee that first year's expense, and the boy was lost to the career for which he was seemingly most fitted.

"With that case in my mind," said Dr. Thomas, "I should give my voice, and such help as I could command, to create a loan fund which would make it impossible for any such boy or girl in our High School to be turned aside from the path which seemed to be the one most plainly indicated for scholars of superior gifts or attainments. A sufficient number of men

could surely be found in Brookline to contribute to such a fund. Under wise and judicious administration it would give encouragement to many a bright boy to do his best, as he would see before him a possible career which without such stimulus would seem hopelessly closed against him."

Mr. Franklin W. Hobbs was the next speaker. He said:

"The remarks that I make will be in consideration of the advisability of establishing a 'loan fund' for students in the Brookline High School, but before considering the local question, it seems to me a matter of interest to know what has been done in a similar way in other places."

[Here Mr. Hobbs read the following statement from Mr. Arthur L. Williston, Director of the Department of Science and Technology in Pratt Institute, Brooklyn:—

"We have a fund from which we make loans to needy students on a regular business basis, charging them interest at 4 per cent. This rate was set a good many years ago. If we were establishing the system now, I should advise 3 per cent. It ought to be less than anybody would think of doing such business from a purely business point of view. These notes, for we have the students fill out the usual business form, can run for any length of time that they desire within reasonable limits, and can be renewed whenever the reason for desiring the same is satisfactory.

"The system has worked admirably, so far as I can judge, and in recent years the losses have been very few indeed. The following points ought to be noted, however, in connection with the system:—

"1st: The loans are only for the payment of tuitions, which with us are merely nominal. The amounts, therefore, are very small, and repayment becomes no hardship, especially as none of our courses exceed two years.

"2d: The money is advanced for educational work only, and not for board or personal expenses. For this reason the student's self-respect does not suffer in the least by receiving it.

"3d: Our system, as you will notice, is really merely a business-like way of providing for the deferred payment of tuition, and is better than the scholarship system wherever tuitions are nominal, as the student himself here always pays something, though perhaps a small fraction of the cost, for

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what he receives. If our tuitions were large, the burden of full repayment would become too great.

"I can hardly see how a general system of loans could be advantageously carried on in a public high school without endangering the self-respect of the pupils who used it. If you were considering a public trade school, or technical school, where the school was giving a professional training which directly increased the earning power, and where the school practically guaranteed to find better paying employment for the fellow that had completed the course than he could have gotten before he entered, then, of course, such a school would have a logical ground for advancing money even for board or personal expenses and mortgaging future earning power as security. A public high school is in a very different position, and I can hardly see how it could adopt a general system of loans; and for it to give away money, in any other way than in prizes, I believe would be distinctly unwise. A private individual could give in this way with much greater safety than the city, but a private individual would be running very great danger of doing more harm than good except in unusual cases, if he were to give directly more than the tuition charges to those desiring education."]

Continuing his remarks Mr. Hobbs said: "I have conferred with Prof. Robert H. Richards, Chairman of the Alumni Committee of the William Barton Rogers Scholarship Fund in the Massachusetts Institute of Technology. This fund amounts to about eleven thousand dollars, and is in the custody of the Treasurer of the Institute and receives the average rate of interest which all their funds receive. The income is about four hundred and thirty dollars per year, and only the income is loaned. No interest is charged on these loans, but the understanding is that they are to be paid back as soon as possible. Since the fund was started in 1890, the sum of \$7,275 has been loaned, and it is interesting to note that only \$1,550 have so far been returned, and of this amount, \$1,275 has been outstanding from five to fifteen years. The results in this case are certainly not encouraging to those who believe that the loans would be promptly repaid. It must be borne in mind also that these loans are made to young men who are about to assume responsible positions with definite incomes. In the case of High School students, of course the college is still ahead of them, and the length of time before the loans could

be repaid would be still greater, if it is fair to assume that the sense of honor and obligation among the students at the Institute of Technology is, on the average, as high as that of other schools and colleges, and that this may be considered as a fair result of such a system. Consider our own situation here.

"It seems to me that it would be very inadvisable to start a loan fund for the benefit of boys and girls in the High School. If they needed assistance to get through the High School, it is practically certain that they would need still further assistance to get through college, and by the time they were graduated from college the amount of the debt incurred would be quite large. In fact, I believe it would be such a burden that it would be only in rare cases advisable for any boy or girl to assume it. Furthermore, I feel that if the student cannot see his way fairly clearly, it is better not to attempt such a course, for there is no excuse at the present time for anyone in this country to be without education, even if he is compelled to go to work before finishing his High School course. There are evening schools, correspondence schools, Y. M. C. A. courses, public libraries and public lecture courses in abundance, and any ambitious boy or girl could educate himself in this way in a most satisfactory manner.

"It also seems to me that there is a very marked difference between aiding a pupil in a public High School and aiding one in college. There is no tuition, no expense for books, and no expense for supplies in the public High School, all of which expenses must be met in college. Payment or loan from such a fund to a pupil in a High School would therefore resolve itself simply into payment to the parent for the services of the boy or girl who would otherwise be at work. I believe that this is inadvisable, and that there is no necessity for such a fund to help those in our High School.

"The question of establishing a fund to assist the graduates of the Brookline High School in college is another matter and one worthy of serious consideration. I am inclined to think, however, that the question of *loaning* money from this fund is of doubtful advisability, and that if such a fund is to be established, it would be better to have it in the form of a scholarship granted to exceptional students who would otherwise be deprived of the opportunity of a college training."

Mr. George I. Aldrich was the next speaker. He said:—

"A project may be feasible but not desirable, and it is well to consider the desirability of establishing a loan fund before we discuss its feasibility.

"In a democratic society like that of the United States, there is an ever increasing need of persons whose training has been carried far enough to give them intellectual and moral stability. While it is essential that elementary education be universal, it is equally necessary that the state contain a large number of individuals who have received a more complete education. Genius is quite independent of educational agencies. It makes its way. We are concerned with talent. Talent is found among the well-to-do, but also among people of narrow means. A democracy cannot afford to permit talent to run to waste.

"In my judgment pupils of the public schools are not properly within the range of the present discussion. These schools are absolutely free, instruction, as well as books and supplies, being provided at public expense. A boy or girl living at home in Brookline can make his way through the High School if sufficiently in earnest. Opportunities to earn money are abundant, and it is to be regretted that a false and foolish pride so often prevents young people from taking advantage of such opportunities. When a youth gets into college or the scientific school he must meet cost of tuition and books, possibly of board and travel. If the youth is of the right stuff, he will meet a large portion of such expenses by his own efforts. He may not be able to meet *all* such expenses without endangering his health or using time which should be devoted to study. If there existed a loan fund, from which limited advances could be made to students whose deserving was beyond question, the results would be most beneficent. It should be remembered that there is nothing novel in the idea of a loan fund. Such funds have existed for many years, and in connection with many institutions. In general they have proven successful. It is of course essential that beneficiaries be selected with extreme care, only those being chosen in whom it is clearly for the interest of the community to invest. Such beneficiaries should give notes for

money advanced (even though such notes possess no legal validity) and should be expected to pay a moderate rate of interest on money advanced.

"If it should be deemed advisable to create such a fund, it ought to consist of \$10,000. We must remember, however, that no people are subjected to more demands than persons of means in this community who are known to be charitably inclined. When the feelings of a community are keenly touched, it is easy to raise money. Such a disaster as befell San Francisco, such an event as the killing a brave officer engaged in the discharge of his duty, effectively opens pocket books. In attempting to raise a loan fund we appeal chiefly to people's reason, and we should realize from the outset that a large amount of earnest and determined effort will be called for. If the attempt is made, it is greatly to be desired that the number of contributions be large. Far better that we have relatively small contributions from many people than relatively large ones from a few.

"It is not easy in Brookline to secure unity of action on the part of the town's people. The residents of Chestnut Hill, for example, the people of the Aberdeen neighborhood, and the people beyond Coolidge Corner, cannot easily be united in a common purpose. The Loan Fund project, however, is worthy of careful consideration, and it would seem that the Education Society can afford no better proof of its vitality than would be made evident by successful effort in the creation of such a fund."

The following letter describes the college loan fund as conducted at Harvard University:—

To the Editor of the Brookline Chronicle:—

Sir: The Brookline Education Society, at its meeting last Tuesday evening, discussed the advisability of establishing a loan fund for the assistance of students entering college. In this connection a few facts in regard to the Harvard College Loan Fund may be of interest to your readers.

This fund was established by subscription in 1838. The purposes of the fund, as stated in the original declaration of trust under which the fund is still administered, are as follows: "The intention of the subscribers is, that the trustees

shall loan from time to time to deserving young men so much of the trust fund as they may think expedient to enable them to receive their education at Harvard Collège, taking as security for the repayment of the sum borrowed and interest thereon, the note of the borrower alone, or with surety if he is able to give one, or any other security he may be able to give, such notes to be kept and collected from time to time whenever the borrower shall be able to pay them."

According to the first report of the trustees, dated December 30, 1840, the trust fund at that time amounted to \$12,074.28, made up of \$10,280.53 income paying investments and \$1,793.75 notes of students given for sums borrowed from the fund.

With this comparatively small beginning it will be interesting to see what has been done during the sixty-eight years which have elapsed since the establishment of the fund. It appears that while applications for loans have been freely granted, always, however, with the approval of the college authorities, the income from investments has been sufficient to meet all reasonable calls for aid, and the trustees have been able to add to the principal of the fund all repayments made by the borrowers. In this manner the fund has grown in amount and usefulness coincidently with the growth of the college. Including the year 1905 the income from investments has been \$138,812.64, while loans have been made amounting to \$134,953.25. The number of separate loans made has been 2,263. The amounts of invested funds, Dec. 1, 1905, including cash, was \$88,153.96.

Turning now to the matter of the repayment of the loans, it appears that including the year 1905 repayments of loans amounting to \$53,620.75 have been made, and in addition interest (now charged at 5 per cent) has been paid amounting to \$26,313.43, making a total of \$79,934.18 received from borrowers. During this time loans amounting to \$16,878.60 have been charged absolutely to profit and loss for various reasons, usually on account of the death of the borrowers or on account of known inability to pay through ill health or misfortune. The amount of notes outstanding Dec. 31, 1905, was \$64,453.90.

The following table will show the loans and repayments (not including interest) to Dec. 31, 1905, grouped according to classes:—

| Classes. | Amount of loans. | Percent repaid. | Percent chd. off. | Percent outstanding. |
|-----------|------------------|-----------------|-------------------|----------------------|
| 1838-1850 | \$10,002.25 | 58.2 | 40.9 | .9 |
| 1851-1860 | 9,200.00 | 58.5 | 32.2 | 9.3 |
| 1861-1870 | 13,345.00 | 40.6 | 28.2 | 31.2 |
| 1871-1880 | 26,444.00 | 50.1 | 11.1 | 38.8 |
| 1881-1890 | 25,412.00 | 42.5 | 6.4 | 51.1 |
| 1891-1900 | 31,898.00 | 33.3 | 3.3 | 63.4 |
| 1901-1905 | 15,192.00 | 15.4 | 2.9 | 81.7 |
| Totals | \$131,493.25 | 40.8 | 12.8 | 46.4 |

In the above table it will be noticed that loans made to members of the classes of 1906 and 1907 who were still in college are not included.

Recent experience in the administration of the fund has been gratifying. During the four years 1903, 1904, 1905 and 1906 (to date) the income received from invested funds has been \$16,794.13; loans amounting to \$13,545.92 (including \$1,595 for loans made prior to 1868) have been repaid with the additional amount of \$9,851.40 for interest, making the total receipts for the four years \$40,191.45. During this period the amount loaned has been \$15,289. The invested fund, including cash but not including notes for loans, has grown from \$70,793.08 as it stood on Jan. 1, 1903, to \$94,320.56 at date.

Loans are not made to freshmen excepting under very unusual circumstances. No security is required in any case, and as the debts created by the loans are in practice looked upon as debts of honor simply, the only method of stimulating repayment heretofore adopted has been by an annual reminder in the form of a circular letter. The average annual expense of managing the fund is so small that it may be disregarded.

The above facts are given with the kind permission of John Lowell, Esq., Treasurer of the Fund.

HERBERT HENRY DARLING.

Brookline, December 5th, 1906.

At the meeting of the Brookline Education Society on December 4, 1906, it was voted that there be appointed by the President of the Education Society, Mr. Philip S. Parker,

a Committee of Seven to consider the feasibility of establishing a Students' Loan Fund and if the project were deemed practicable to suggest plans as to the best way of carrying it out. The following is the report of that committee, presented to the Education Society at a meeting on February 12, 1908, by the chairman, Mr. Henry W. Lamb:—

The President of the Society, in announcing the appointment of the committee, said that its functions were "to consider the feasibility of establishing such a fund and to consider, if it should be established, the method of raising it and of administering it."

It appeared advisable to learn the experience of others as to the conditions in Brookline; and the committee accordingly devoted its attention at once to inquiry in these respects. The first point established was the existence of a field for some such organized assistance in Brookline. In order to learn how definitely this had been considered by those in a position to observe, the teachers in the Brookline High School were asked if they felt that any of the graduates of the past two years "should have been urged to continue their studies, even though they never expressed any such desire." If so, we asked that their names and parents' names and fathers' occupations should be given. Answers were received from fifteen teachers, and names were suggested by twelve out of the fifteen. One girl was named by eight teachers, two boys were each named by four teachers, one girl by two, one boy by one and one girl by one teacher. Out of a total of one hundred and forty-eight graduates in the two years, there were sixty-four who did not further pursue their studies. Of these sixty-four, forty-five were girls and nineteen boys. It appeared, therefore, that the teachers thought one in fifteen of the girls and almost one in six of the boys who did not further pursue their studies had shown qualities which made this a matter of regret. It was impossible for the committee to ascertain the extent to which organized assistance would have helped. An additional expression of opinion was received from the twenty-three teachers of the High School, who united in signing the following:—

"It is my deliberate opinion that there are likely to be at all times pupils of this school or graduates therefrom, who

ought to have an extended education, and who might well avail themselves of the advantages of a loan fund judiciously administered."

The committee encountered a great diversity of experience elsewhere in the giving of assistance to those who must have discontinued their studies without it; but the general opinion was so strongly favorable as to encourage the study of the particular situation here. At various institutions, for instance, Harvard, Wellesley, the Institute of Technology, and the State Normal School at Hyannis, loan funds have been organized for the benefit of their students; and, in a majority of cases, the results have been satisfactory. In these examples, however, the circumstances were so different from those of Brookline that any attempt here must be regarded as experimental. The committee was unanimous in its conclusion that the experiment might well be tried.

It is desirable to enlist in this effort all the motives which might lead people to give it their support. There is the heartfelt pleasure that men and women take in affording to struggling youth the educational advantages which stimulated and strengthened their own lives. There is the deep-seated satisfaction of those who determine that though they themselves could not have such training, others shall have it. There is the sympathetic generosity of more fortunate fellow students in our schools, and there is the appeal to the local pride which wishes to see Brookline at the front. There is the belief that the community will profit materially if it thus gives training to talents which appear exceptionally qualified for it; and there is the conviction that a still greater benefit is to come to the American people from the effect upon character of the increasing spread of higher education.

One preference the committee believes those actuated by these different motives have in common,—to help those who are determined to help themselves.

There are various ways by which poor boys and girls work their own way through the higher institutions of learning, *i. e.*, scholarships, teaching, paid service and vacation employment; and to these may be added the assistance of loan funds. These opportunities, however, are very seldom open to first year students in college. They are awarded to merit and some time must elapse before the existence of that merit is

ascertained. This convinced the committee of the evident opportunity for aid to deserving graduates of the Brookline High School.

The plan which the committee has to suggest does not contemplate putting students through college, but, rather, *into* college. We would advise giving them the help of a loan upon entering the freshman year. Opportunities for self-support exist after that year, but, without our help, such students could not reach the point where they might strive to secure those opportunities.

Such a plan seems to meet the objections of those who doubt the wisdom of paying a young man's way for him through college. There is weight in the suggestion that doing too much for a young man may weaken in him traits of character more valuable than a college education; but surely there is no such danger from the method which the committee proposes. On the contrary help at such a time would be more likely to keep alive and strengthen the spirit of determination. There must be countless cases of students giving up the attempt to get a professional or technical education, not from want of courage but from lack of knowledge where to turn for just such assistance. In the case of help accepted under such conditions, with the full knowledge that it merely opens the way for sturdy efforts in the line of self-help, the committee does not fear any injury to mind or character from the fact that the assistance is a loan. Incurring debt has its evils at any period of life; but it has also its educational value and a sense of obligation is often a good influence. There remains the objection that instead of being too lightly regarded, it would be felt for years as a burden and discouragement; and this danger would probably be greater with women than with men, from the difference in the nature of their opportunities for earning.

It is, therefore, very gratifying to be able to present here valuable evidence from the actual experience of the Students' Aid Society at Wellesley. A letter from one of the members of this committee says:—

"It gives me much pleasure to attest the self-denial and fidelity of beneficiaries with regard to money borrowed from the Students' Aid Society. The student gives a simple promise to repay when she is able. The obligation is of

course merely a moral one. Yet of nearly \$65,000 distributed in the form of loans during 22 years, \$35,000 had been returned at the close of that time. A payment of \$250 borrowed almost 20 years ago has recently been made. Many prompt returns come from young teachers under salaries of \$500 or \$600.

"This conscientious spirit also appears with regard to aid in the form of gifts. Not a few insist upon returning this money as they become able, even though no promise was exacted at the time of appropriation. One student has within a few years paid \$1500 in this way, a sum far exceeding the amount of the original gift."

Instances have come to the notice of the committee where loans have been made at Harvard College to students who afterwards became men of great value to the community because of their character and their ability in special lines of work, but who, on account of many demands upon them, were never able to repay their loans.

Assistance given to worthy students at the time they are most in need of it has often stimulated a desire on their part to give aid to others even at the cost of personal comfort. In such cases it is evident that the repayment of the loan is matter of little importance compared with the benefit coming to the community from the conscientious living and good influence of the men whose training was made possible by assistance given in student days.

It should be noted that at Wellesley, as at Harvard and Hyannis, where the beneficiaries have shown their sense of obligation and their ability to repay they are comparatively mature or have had surroundings which tended to the early development of character. The committee thinks that the experiment of loan assistance may safely be tried a year earlier, with young people of the age of the graduates of our High School. It would be traveling rather far from the safe path marked out by experience, however, to introduce such a form of students' aid with younger scholars; and that is one of the reasons which led this committee to select the period of the entering year at college for the attempt which it recommends. To give assistance in the completion of the High School course, appeals strongly to many of the same generous motives; and some of the schools, as the English

High School in Boston, have small funds which are used to help poor students of the institution in various ways. Assistance of this kind, however, is simply charity and is not to be classed with such students' aid as this committee was appointed to consider.

The committee thinks the loan preferable to the scholarship for the kind of aid which it is considering, and it has arrived at this conclusion after giving due weight to numerous expressions of the opposite view.

The scholarship is a gift, the loan is not. It is true that the scholarship prize is won by the student's own excelling ability, but it is also by the student's own abilities that the loan is obtained, while the excellence may be of such an order that it cannot win a scholarship. With a reasonable amount of information it is safe to expect that the loan will be extended only to cases where it is absolutely needed. The scholarship is not limited to cases of absolute need, and must often fail them and pass to others. For a scholarship a permanent fund must first be secured, while the beginnings of loan assistance may be made without one.

What has hitherto been done in the way of such aid for graduates of our High School has been by individuals. It ought not to be imposed upon individual shoulders. It is desirable that students' aid should be organized and systematic and that, as soon as practicable, the financial duties connected with it should be limited to administering a permanent fund and awarding, under advice, loans out of the income arising from its investment. The committee advises that a beginning be made by appeals to benevolence based upon individual cases and then that the creation of the permanent fund should follow, based upon definite and increasing knowledge and experience of our Brookline needs.

If the recommendations of this committee find favor the Brookline Education Society might appoint a Students' Aid Committee of perhaps five members. Its general duties should be to consider and act upon cases brought to its attention, to solicit, while necessary, funds to loan in such cases, and to organize methods, if it judges advisable, for raising a permanent loan fund of which its members should act as trustees. It is desirable that such a committee should make its own rules as to the manner in which cases shall be

brought before it, or as to the teachers or officials whose indorsement shall be required; also as to the details of making loans and keeping in touch with the students aided. The committee now reporting is unanimous in favor of organizing and maintaining students' aid by an independent association, such as the Brookline Education Society, and against any plan of administering it through town officials as such.

The advantages of an established fund are that the work of soliciting money need not be repeated every year and that it furnishes a stated sum annually which can be asked for with confidence by those whose duties bring them into sufficiently intimate relations with students to discover cases of merit. The difficulties of raising a fund for a general purpose have been repeatedly found very great in Brookline. While it is a long, hard task to raise contributions for a purpose in the abstract, contributions may be quickly and easily procured through interest in a concrete case of need. In the light of experience, therefore, as well as with the wish that a beginning might at once be made in the work, it is recommended that the first loans be made from the principal of contributions asked of benevolent individuals upon the statement of specific cases of interest. Meanwhile efforts should be begun to raise a permanent fund, the principal to be invested and the income when sufficient, to be loaned. Raising this fund should grow easier as experience reveals the definite cases of deserving need, undetected as yet, but firmly believed to exist by those whose experience qualifies them to judge.

CONSTITUTION.

The Brookline Education Society is established to promote a broader knowledge of the Science of Education, a better understanding of the methods now employed, and a closer sympathy and coöperation between the home and the school.

Officers.

The Society shall elect by ballot, at the regular meeting in April, a President, a Secretary, who shall also act as Treasurer, and five other persons who, with the President and Secretary, shall constitute an Executive Committee.

The President shall preside at the meetings of the Society and of the Executive Committee.

The Secretary shall keep a record of the proceedings of the Society and of the Executive Committee; shall issue notices of all the meetings; shall notify members of their election; and shall conduct the correspondence of the Society. The Secretary shall also be the custodian of the funds of the Society, use them under the direction of the Executive Committee, and render an account of the same at the regular meeting in April.

The Executive Committee shall have general power to direct and carry on the work of the Society, and may from time to time appoint such special committees as it may see fit in carrying out such work. Such special committees may be chosen from the members of the Executive Committee or from other persons, shall have such powers and duties as may be prescribed by the Executive Committee, and shall exist during the time limited in their appointment or until dissolved by the vote of the Executive Committee.

The Executive Committee shall have power to take such measures as it may deem advisable for the collection of dues, and to drop from the roll of names those of members who fail to comply with the article prescribing the same.

Disbursements may be made by order of the Executive Committee or by any committee to which the power shall be delegated by the Executive Committee, but no indebted-

ness shall be incurred on behalf of the Society by any committee or officer of the Society exceeding the net balance then remaining in the treasury.

Any vacancies in offices or committees may be filled by the Executive Committee for the unexpired term, except as hereinafter provided.

Four members of the Executive Committee shall constitute a quorum for the transaction of business.

Membership.

Any person desiring to become a member of the Society may make application to the Executive Committee through the Secretary or any other member of the committee, and upon favorable action by the Executive Committee shall be forthwith admitted to membership. Two negative votes of the Executive Committee shall be sufficient to exclude.

The annual dues shall be one dollar, payable in advance upon October first of each year, but no person elected to membership after March first in any year shall be required to pay the dues for that year.

Meetings.

Regular meetings of the Society shall be held on the second Tuesday of October, December, February and April, unless the Executive Committee upon due notice shall deem it advisable to appoint a different time for any meeting. Special meetings may be called by the president, whenever he shall deem it expedient. At all meetings of the Society, after papers or addresses have been presented, there shall be opportunity for free discussion of the same.

Standing Committees.

The Executive Committee may appoint the following Standing Committees: (1) Committee of not less than five persons on Child Study; (2) Committee of not less than three on Lectures; (3) Committee of not less than five on Art; (4) Committee of not less than five on Music; (5) Committee of not less than six on Science; (6) Committee of not less than ten on Physical Training; (7) Committee of not less than seven on School Libraries; (8) Committee of not less than five

on History; (9) Committee of not less than three to act as a Portfolio Committee; (10) Committee of not less than five on Membership, and (11) Committee of three appointed by Executive Committee, from their own number, to act as Finance Committee, whose duties it shall be to obtain funds for the Society and to act with reference thereto, under direction of the Executive Committee. Any Standing Committee may fill vacancies in its number.

Amendments.

This Constitution may be amended at any meeting of the Society by a vote of two-thirds of the number present, if the proposed amendment has been stated in the notice of the meeting.

Quorum.

At all meetings of the Society a quorum shall consist of twenty members.

MEMBERS, 1908.

| | |
|-------------------------------|---|
| Addicks, Mr. F. P. | 57 Broadway, New York, N. Y. |
| Addison, Rev. Daniel D. | 2 Parkman terrace, Brookline. |
| Addison, Mrs. Daniel D. | 2 Parkman terrace, Brookline. |
| Aldrich, Mr. George I. | Aspinwall avenue, Brookline. |
| Aldrich, Mrs. George I. | Aspinwall avenue, Brookline. |
| Allen, Mrs. E. C. | 209 Washington street, Brookline. |
| Allen, Mr. H. D. | 21 Winter street, Boston. |
| Allen, Mrs. H. D. | 21 Winter street, Boston. |
| Allen, Mr. W. L. | Chestnut Hill. |
| Allen, Mrs. W. L. | Chestnut Hill. |
| Andrews, Mr. Robert D. | 50 Fisher avenue, Brookline. |
| Andrews, Mrs. Robert D. | 50 Fisher avenue, Brookline. |
| Anthony, Mr. Edgar W. | 123 Sewall avenue Brookline. |
| Anthony, Mrs. Edgar W. | 123 Sewall avenue, Brookline. |
| Armstrong, Mrs. George W. | 1405 Beacon street, Brookline. |
| Arnold, Mr. George F. | 81 Davis avenue, Brookline. |
| Arnold, Mrs. George F. | 81 Davis avenue, Brookline. |
| Aspinwall, Mr. Thomas | Hawthorn road, Brookline. |
| Aspinwall, Mrs. Thomas | Hawthorn road, Brookline. |
| Aspinwall, Mrs. W. H. | Chestnut Hill. |
| Atkinson, Miss Caroline P. | Heath Hill, Brookline. |
| Bacon, Mr. William | 150 Buckminster road, Brookline. |
| Bacon, Mrs. William | 150 Buckminster road, Brookline. |
| Baker, Mrs. C. M. | Ivy street, Longwood. |
| Baker, Mr. Edward W. | 29 Vernon street, Brookline. |
| Baker, Mrs. Edward W. | 29 Vernon street, Brookline. |
| Baker, Mr. Harvey H. | Newton street, Brookline. |
| Baldwin, Mr. George S. | Middlesex road, Chestnut Hill. |
| Baldwin, Mr. Thomas T. | Hammond street, Chestnut Hill. |
| Baldwin, Mrs. Thomas T. | Hammond street, Chestnut Hill. |
| Ballou, Mr. Hosea Starr | 139 Winthrop road, Brookline. |
| Ballou, Mrs. Hosea Starr | 139 Winthrop road, Brookline. |
| Bartlett, Mr. Stephen S. | Circuit road, Chestnut Hill. |
| Bartlett, Mrs. Stephen S. | Circuit road, Chestnut Hill. |
| Batchelder, Mr. John L., Jr. | 80 Seaver street, Brookline. |
| Batchelder, Mrs. John L., Jr. | 80 Seaver street, Brookline. |
| Bates, Mr. Jacob P. | Hotel Touraine, Boston. |
| Bates, Mrs. Jacob P. | Hotel Touraine, Boston. |
| Bean, Miss Elizabeth W. | 496 Massachusetts av., Suite 9, Boston. |
| Bell, Mrs. Louis | 130 Thorndike street, Brookline. |
| Bemis, Hon. Albion F. | 156 Babcock street, Brookline. |
| Bemis, Mrs. Albion F. | 156 Babcock street, Brookline. |

- Benedict, Mr. George W.
 Benedict, Mrs. George W.
 Bennett, Mrs. S. D.
 Bickford, Mr. Scott F.
 Bickford, Mrs. Scott F.
 Birtwell, Mr. Charles W.
 Blanchard, Dr. B. S.
 Blodgett, Mr. Edward E.
 Blodgett, Mrs. Edward E.
 Bremer, Mr. Theodore G.
 Bremer, Mrs. Theodore G.
 Bridgham, Mr. Minot A.
 Bronson, Rev. Dillon
 Bronson, Mrs. Dillon
 Brooks, Mr. Maro S.
 Brown, Mr. Joseph T.
 Brown, Mrs. Joseph T.
 Bullard, Mrs. Mary A.
 Burdett, Mr. Frank W.
 Cabot, Mrs. Henry B.
 Cabot, Miss Theodora
 Cabot, Mrs. Walter C.
 Cady, Mr. Calvin B.
 Carroll, Mr. B. Frank
 Case, Mr. Elmer
 Chandler, Mr. Alfred D.
 Chandler, Mrs. Alfred D.
 Channing, Dr. Walter
 Channing, Mrs. Walter
 Chase, Miss Ellen
 Chase, Dr. H. Lincoln
 Chase, Mrs. H. Lincoln
 Clark, Mrs. Willett M.
 Codman, Mrs. J. M.
 Codman, Mr. James M., Jr.
 Cole, Mr. Samuel W.
 Coolidge, Mr. J. Randolph, Jr.
 Coolidge, Mrs. J. Randolph, Jr.
 Copp, Mr. Alfred E.
 Costello, Mrs. James J.
 Creech, Miss Alice
 Cummings, Mr. Lincoln C.
 Cummings, Mrs. Lincoln C.
 Cunningham, Mr. Frederic
 Cunningham, Mrs. Frederic
 Cutler, Mrs. George C.
 Cutts, Dr. H. M.
 Cutts, Mrs. H. M.
 Sutherland road, Brookline.
 Sutherland road, Brookline.
 305 Walnut street, Brookline.
 Kilsyth road, Brookline.
 Kilsyth road, Brookline.
 40 Buckminster road, Brookline.
 432 Washington street, Brookline.
 Mason terrace, Brookline.
 Mason terrace, Brookline.
 Fisher avenue, Brookline.
 Fisher avenue, Brookline.
 Hillside avenue, Arlington Heights.
 25 Park street, Brookline.
 25 Park street, Brookline.
 25 Waverly street, Brookline.
 Chiswick rd., Boulev'd Sta., Brookline.
 Chiswick rd., Boulev'd Sta., Brookline.
 Goddard avenue, Brookline.
 56 Harvard avenue, Brookline.
 Heath street, Brookline.
 43 Allerton street, Brookline.
 Heath street, Brookline.
 University road, Brookline.
 217 Walnut street, Brookline.
 21 Harvard avenue, Brookline.
 Washington street, Brookline.
 Washington street, Brookline.
 Chestnut Hill avenue, Brookline.
 Chestnut Hill avenue, Brookline.
 89 Rawson road, Brookline.
 Clark road, Brookline.
 Clark road, Brookline.
 Lancaster terrace, Brookline.
 Walnut street, Brookline.
 Warren street, Brookline.
 56 Thorndike street, Brookline.
 Essex street, Brookline.
 Essex street, Brookline.
 107 Thorndike street, Brookline.
 1343 Beacon street, Brookline.
 112 Newbury street, Boston.
 Egmont street, Brookline.
 Egmont street, Brookline.
 Ivy street, Longwood.
 Ivy street, Longwood.
 Heath street, Brookline.
 105 Aspinwall avenue, Brookline.
 105 Aspinwall avenue, Brookline.

- Daland, Mr. Tucker
 Daland, Mrs. Tucker
 Dana, Mrs. James
 Day, Miss Grace Belle
 Defriez, Dr. William P.
 Defriez, Mrs. William P.
 Denny, Mr. Arthur B.
 Denny, Mrs. Arthur B.
 Denny, Miss Emily G.
 Denny, Dr. Francis P.
 Denny, Mrs. Francis P.
 Denny, Miss Mary G.
 Doliber, Mr. Thomas
 Doliber, Mrs. Thomas
 Dow, Mrs. C. H.
 Dwight, Mr. R. Henry W.
 Dwight, Mrs. R. Henry W.
- Fisher avenue, Brookline.
 Fisher avenue, Brookline.
 41 Allerton street, Brookline.
 5 Park vale, Brookline.
 537 Washington street, Brookline.
 537 Washington street, Brookline.
 Chestnut Hill.
 Chestnut Hill.
 65 Upland road, Brookline.
 High street, Brookline.
 High street, Brookline.
 65 Upland road, Brookline.
 Goddard avenue, Brookline.
 Goddard avenue, Brookline.
 17 Winchester street, Brookline.
 10 Monmouth court, Brookline.
 10 Monmouth court, Brookline.
- Edmands, Mr. M. Grant
 Edmands, Mrs. M. Grant
 Eglee, Mr. C. H.
 Estes, Mr. Dana
 Esty, Mr. Clarence H.
 Esty, Mrs. Clarence H.
 Eustis, Mr. J. Tracy
- Chestnut Hill.
 Chestnut Hill.
 24 Williams street, Brookline.
 Chestnut Knoll, Aberdeen.
 115 Addington road, Brookline.
 115 Addington road, Brookline.
 93 Ivy street, Longwood.
- Farley, Mrs. James Phillips, Jr.
 Finn, Mrs. George H.
 Fisher, Miss Laura
 FitzGerald, Mr. Desmond
 FitzGerald, Mrs. Desmond
 Flower, Mr. Benjamin O.
 Francis, Dr. Carleton S.
 Gay, Mr. Frederick L.
 Gay, Mrs. Frederick L.
 George, Mrs. Andrew J.
 George, Miss Emma A.
 Graham, Dr. Douglas
 Grant, Mrs. S. M.
 Gray, Mrs. Morris
 Guild, Mrs. J. Anson
- 11 Milton road, Brookline.
 31 Clinton road, Brookline.
 68 Marlborough street, Boston.
 408 Washington street, Brookline.
 408 Washington street, Brookline.
 153 Aspinwall avenue, Brookline.
 Davis avenue, Brookline.
 Fisher avenue, Brookline.
 Fisher avenue, Brookline.
 170 Brookline avenue, Brookline.
 Goodwin place, Brookline.
 177 Aspinwall avenue, Brookline.
 135 St. Paul St., Brookline.
 Chestnut Hill.
 2 Elm place, Brookline.
- Hale, Mrs. Josiah L.
 Hall, Mr. Prescott F.
 Head, Miss Elizabeth F.
 Heald, Mr. S. C.
 Heald, Mrs. S. C.
- 188 Chestnut Hill avenue, Brookline.
 Edgehill road, Brookline.
 Fisher avenue, Brookline.
 Rockwood street, Jamaica Plain.
 Rockwood street, Jamaica Plain.

- Higgins, Miss Dorcas C.
 Higginson, Mrs. Frederic
 Hill, Miss Marion
 Hill, Mr. William H.
 Hoar, Mr. D. Blakely
 Hobbs, Mr. Franklin W.
 Hobbs, Mrs. Franklin W.
 Holtzer, Mr. Charles W.
 Homer, Mr. Joseph W.
 Homer, Mrs. Joseph W.
 Hooper, Miss Louisa M.
 Hopkins, Miss Martha A.
 Hopkins, Mr. Roland G.
 Hopkins, Mrs. Roland G.
 Howe, Miss Louise
 Howes, Mrs. Osborne
 Humphrey, Capt. Wm. F.
 Humphrey, Mrs. Wm. F.
 Hunt, Mr. William D.
 Hunt, Mrs. William D.
 Hutchinson, Mr. Edward P.
 Hyde, Miss Mary E.
- James, Mrs. Charles L.
 James, Mr. Frank E.
 James, Mrs. Frank E.
 Jones, Mrs. R. H.
- Kay, Mr. J. Murray
 Kay, Mrs. J. Murray
 Kellogg, Mr. Charles W.
 Kellogg, Mrs. Charles W.
 Kilham, Mr. Walter H.
 Kilham, Mrs. Walter H.
 Kimball, Mr. Walter
 Kittredge, Mrs. J. C.
 Kittredge, Dr. Joseph
 Kittredge, Mrs. Joseph
- Lincoln, Mr. Albert L.
 Lincoln, Mrs. Albert L.
 Lincoln, Mr. William E.
 Lincoln, Mrs. William E.
 Lincoln, Mr. William H.
 Little, Mr. George B.
 Lord, Mr. Henry G.
 Lord, Mrs. Henry G.
 Lovett, Mr. A. S.
- 613 South street, Quincy.
 73 Seaver street, Brookline.
 Marion street, Brookline.
 Marion street, Brookline.
 100 High street, Brookline.
 78 Upland road, Brookline.
 78 Upland road, Brookline.
 66 Perry street, Brookline.
 18 Elm street, Brookline.
 18 Elm street, Brookline.
 Public Library, Brookline.
 Winthrop road, Brookline.
 Crafts road, Chestnut Hill.
 Crafts road, Chestnut Hill.
 53 Linden street, Brookline.
 Haddon Hall, Berkeley street, Boston.
 165 Aspinwall avenue, Brookline.
 165 Aspinwall avenue, Brookline.
 26 Warren street, Brookline.
 26 Warren street, Brookline.
 92 Foster street, Brighton.
 Newton street, Brookline.
- 52 Browne street, Brookline.
 Buckminster road, Brookline.
 Buckminster road, Brookline.
 Chestnut Hill.
- 155 Gardner road, Brookline.
 155 Gardner road, Brookline.
 51 St. Paul street, Brookline.
 51 St. Paul street, Brookline.
 Monmouth court, Longwood.
 Monmouth court, Longwood.
 Beech road, Longwood.
 97 Gardner road, Brookline.
 79 Cypress street, Brookline.
 79 Cypress street, Brookline.
- Walnut place, Brookline.
 Walnut place, Brookline.
 54 Gardner road, Brookline.
 54 Gardner road, Brookline.
 60 Beech road, Brookline.
 230 Kent street, Brookline.
 434 Walnut street, Brookline.
 434 Walnut street, Brookline.
 19 Windsor road, Brookline.

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| Lovett, Mrs. A. S. | 19 Windsor road, Brookline. |
| Lowell, Miss Amy | Heath street, Brookline. |
| | 135 Commonwealth avenue, Boston. |
| Lyon, Rev. W. H. | 353 Walnut street, Brookline. |
| Lyon, Mrs. W. H. | 353 Walnut street, Brookline. |
| Mahn, Mr. Fred L. | The Buckminster, Beacon st., Brookline. |
| Malone, Miss Margaret E. | 9 Summit avenue, Brookline. |
| Mann, Mr. George Sumner | 1760 Beacon street, Brookline. |
| Manning, Mr. Joseph A. | 41 Clark road, Brookline. |
| Manning, Mrs. Joseph A. | 41 Clark road, Brookline. |
| Mason, Mrs. Eveleen L. | St. Paul street, Brookline. |
| McSkimmon, Miss Mary | 13 Putnam street, Roxbury. |
| Mead, Mrs. C. H. | 189 Babcock street, Brookline. |
| Mead, Mr. Fred S. | Fisher avenue, Brookline. |
| Mead, Mrs. Fred S. | Fisher avenue, Brookline. |
| Miller, Mr. Charles S. | Chestnut Hill. |
| Miller, Mrs. Charles S. | Chestnut Hill. |
| Mills, Mrs. Arthur | Irving street, Brookline. |
| Minot, Mr. Robert S. | Dover, Mass. |
| Minot, Mrs. Robert S. | Dover, Mass. |
| Monks, Mrs. Frank H. | 47 Monmouth street, Brookline. |
| Moore, Dr. J. Herbert | 520 Commonwealth avenue, Boston. |
| Moore, Mrs. J. Herbert | 520 Commonwealth avenue, Boston. |
| Morgan, Dr. L. E. | 1402 Beacon street, Brookline. |
| Morgan, Mrs. L. E. | 1402 Beacon street, Brookline. |
| Morse, Mrs. E. G. | 76 Cypress street, Brookline. |
| Mowry, Mr. Oscar B. | 136 St. Paul street, Brookline. |
| Neebe, Mr. Lawrence | 1481 Beacon street, Brookline. |
| Nissen, Mr. Hartvig | 419 Boylston street, Boston. |
| Norcross, Mrs. C. O. | 209 Washington street, Brookline. |
| Norman, Mr. Lionel | 168 Aspinwall avenue, Brookline. |
| Norman, Mrs. Lionel | 168 Aspinwall avenue, Brookline. |
| Olmsted, Mr. Frederick Law | 99 Warren street, Brookline. |
| Otis, Mr. Herbert Foster | Holland road, Brookline. |
| Otis, Mrs. Herbert Foster | Holland road, Brookline. |
| Packard, Mr. John C. | 14 Searle avenue, Brookline. |
| Page, Mrs. Cyrus A. | 78 Cypress street, Brookline. |
| Paine, Mr. Robert Treat, 2d | Heath street, Brookline. |
| Paine, Mrs. Robert Treat, 2d | Heath street, Brookline. |
| Paine, Miss Elizabeth | Dudley street, Brookline. |
| Palmer, Mr. F. E. | Harvard square, Brookline. |
| Parker, Mrs. Charles E. | 260 Clarendon street, Boston. |
| Parker, Mr. Philip S. | 175 Mountfort street, Brookline. |
| Parker, Mrs. Philip S. | 175 Mountfort street, Brookline. |
| Payson, Mr. C. Clifford | 173 Walnut street, Brookline. |

- Payson, Mrs. C. Clifford
 Payson, Mrs. Samuel C.
 Peirce, Mr. Charles C.
 Peirce, Mrs. Charles C.
 Percy, Dr. Frederick B.
 Percy, Mrs. Frederick B.
 Perkins, Mrs. Charles B.
 Perkins, Mr. Charles F.
 Perkins, Mrs. Charles F.
 Perkins, Mr. Frederick H.
 Perkins, Mrs. Frederick H.
 Philbrick, Mrs. Edward B.
 Pierce, Miss Caroline A.
 Pitman, Mr. B. F.
 Pitman, Mrs. B. F.
 Pollard, Mr. A. W.
 Pollard, Mrs. A. W.
 Poor, Miss Lucy T.
 Post, Miss Leila
 Preston, Mrs. Wm. Gibbons
 Putnam, Mr. George J.
 Putnam, Mrs. George J.
 Read, Mr. Charles F.
 Read, Mrs. Charles F.
 Rice, Mrs. David Hall
 Richards, Mrs. J. Dudley
 Richardson, Mr. J. Sherman
 Roberts, Mr. Arthur W.
 Robeson, Mrs. Andrew
 Rothwell, Mr. James Eli
 Rothwell, Mrs. James Eli
 Russell, Mrs. D. W.
 Russell, Mr. Frank A.
 Rutan, Mr. Charles H.
 Rutan, Mrs. Charles H.
 Sargent, Mr. Charles S.
 Sargent, Mrs. Charles S.
 Schlesinger, Mrs. Barthold
 Shaw, Dr. Elizabeth
 Shepard, Mrs. L. H.
 Shepard, Mr. Thomas H.
 Shepard, Mrs. Thomas H.
 Shreve, Mrs. William P.
 Sleeper, Mr. William E.
 Sleeper, Mrs. William E.
 Snow, Mr. D. K.
 173 Walnut street, Brookline.
 Beech road, Brookline.
 20 Harrison street, Brookline.
 20 Harrison street, Brookline.
 194 Aspinwall avenue, Brookline.
 194 Aspinwall avenue, Brookline.
 Perkins street, Jamaica Plain.
 4 Park street, Brookline.
 4 Park street, Brookline.
 360 Tappan street, Brookline.
 360 Tappan street, Brookline.
 Walnut street, Brookline.
 227 Chestnut Hill avenue, Brookline.
 121 Carlton street, Brookline.
 121 Carlton street, Brookline.
 1396 Beacon street, Brookline.
 1396 Beacon street, Brookline.
 389 Walnut street, Brookline.
 406 Marlborough street, Boston.
 1063 Beacon street, Brookline.
 531 Boylston street, Brookline.
 531 Boylston street, Brookline.
 14 Elm street, Brookline.
 14 Elm street, Brookline.
 2 Wellington terrace, Brookline.
 251 Fisher avenue, Brookline.
 98 Cypress street, Brookline.
 10 Elm street, Brookline.
 469 Walnut street, Brookline.
 153 Sewall avenue, Brookline.
 153 Sewall avenue, Brookline.
 60 Park street, Brookline.
 60 Park street, Brookline.
 111 Davis avenue, Brookline.
 111 Davis avenue, Brookline.
 Warren street, Brookline.
 Warren street, Brookline.
 Warren street, Brookline.
 1471 Beacon street, Brookline.
 48 Harvard avenue, Brookline.
 89 Rawson road, Brookline.
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 1755 Beacon street, Brookline.
 The Beaconsfield, Brookline.
 The Beaconsfield, Brookline.
 Walnut street, Brookline.

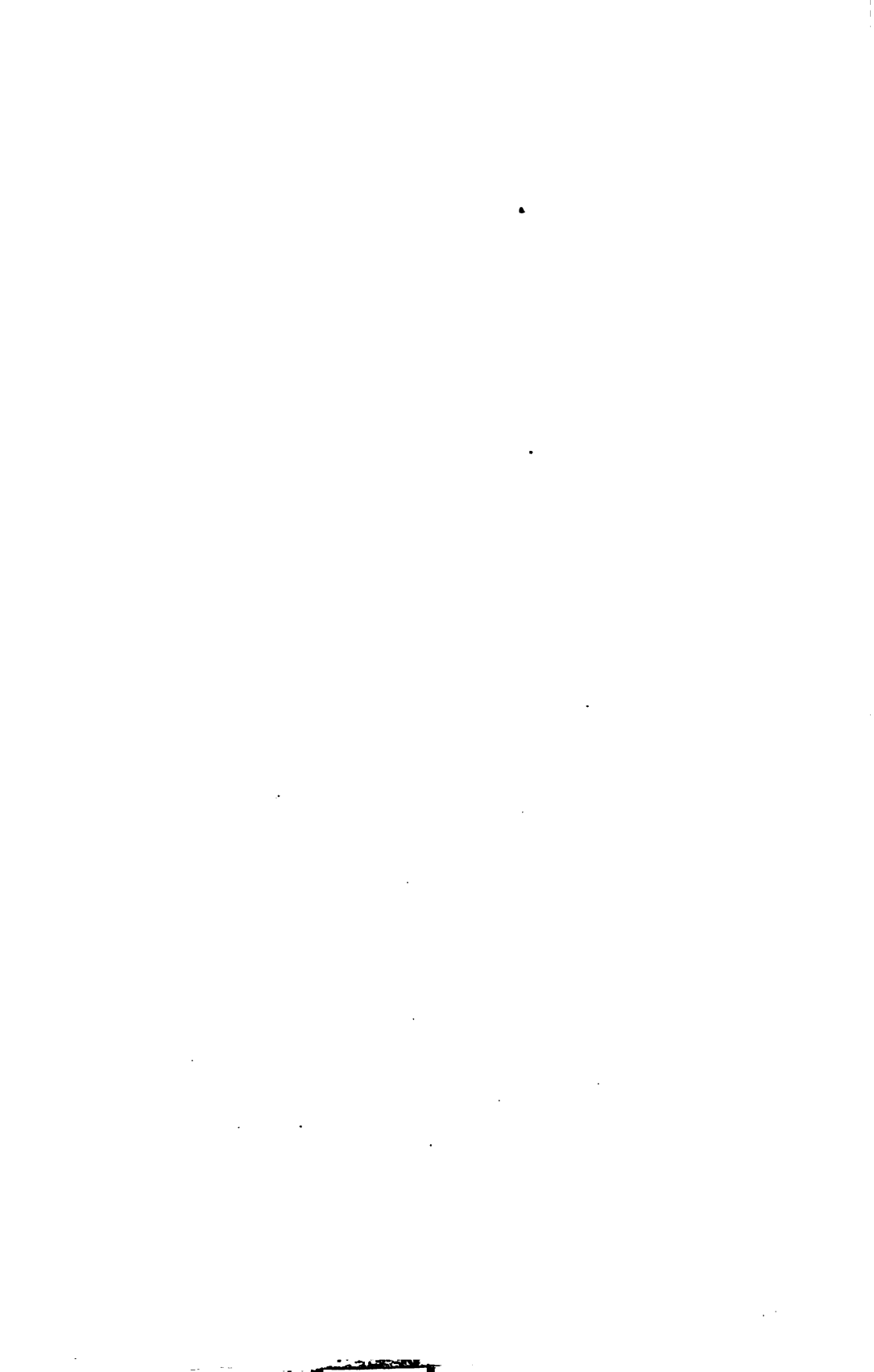
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|-------------------------------|----------------------------------|
| Snow, Mrs. D. K. | Walnut street, Brookline. |
| Snow, Mr. William L. | 19 Harvard avenue, Brookline. |
| Spehcer, Mr. Arthur W. | 58 Greenough street, Brookline. |
| Spencer, Mr. Charles A. W. | 152 Harvard street, Brookline. |
| Spencer, Mrs. Charles A. W. | 152 Harvard street, Brookline. |
| Stearns, Mr. Richard Sprague | Rockwood street, Jamaica Plain. |
| Stearns, Mrs. Richard Sprague | Rockwood street, Jamaica Plain. |
| Stearns, Miss S. Louisa | 54 Auburn street, Brookline. |
| Stevens, Miss Alice A. | 548 Heath street, Chestnut Hill. |
| Stodder, Miss Harriet B. | 68 Walnut street, Brookline. |
| Storrow, Mr. Charles | 112 High street, Brookline. |
| Storrow, Mrs. Charles | 112 High street, Brookline. |
| Storrs, Rev. Leonard K. | 130 Aspinwall avenue, Brookline. |
| Strickland, Mrs. Clara T. | Hedge road, Brookline. |
| Sweetser, Mrs. Frank E. | Warren street, Brookline. |

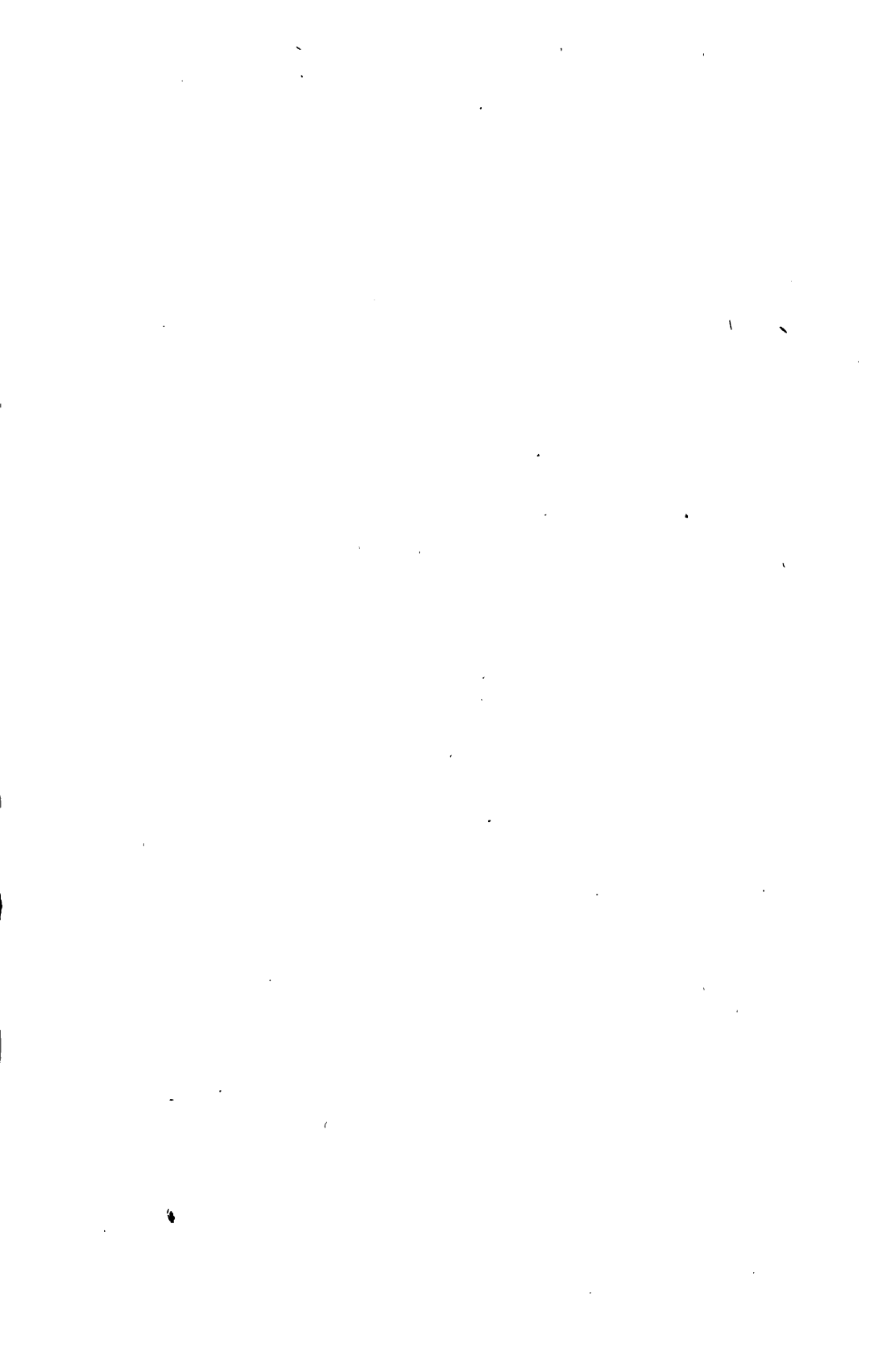
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|-----------------------------|--------------------------------|
| Thayer, Mr. Frank Bartlett | 1056 Beacon street, Brookline. |
| Thayer, Mrs. Frank Bartlett | 1056 Beacon street, Brookline. |
| Thomson, Mr. A. C. | Sumner road, Brookline. |
| Thomson, Mrs. A. C. | Sumner road, Brookline. |
| Townsend, Mrs. G. J. | Irving street, Brookline. |

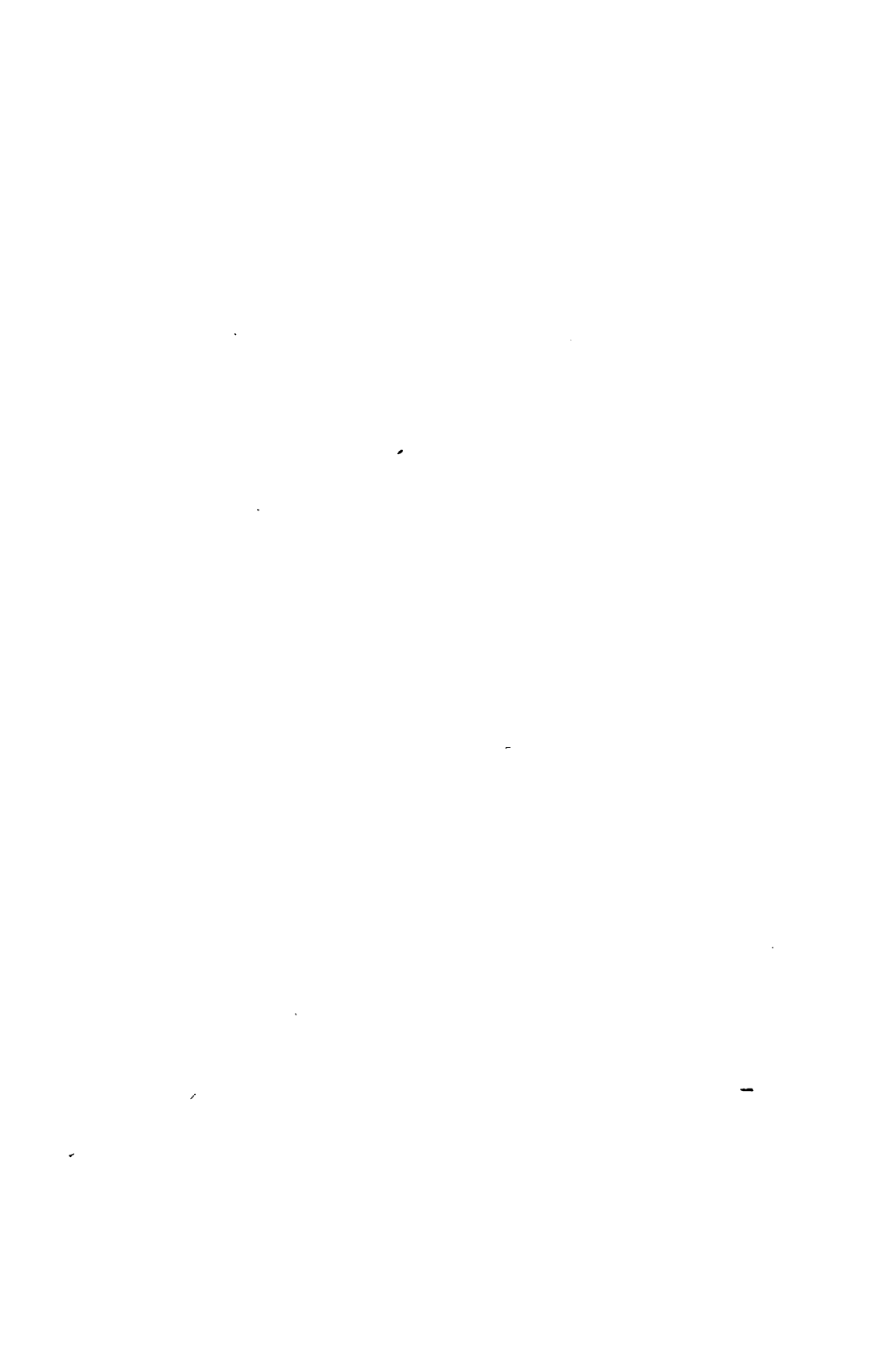
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|---------------------------|------------------------------|
| Underwood, Mr. Walter A. | Regent circle, Brookline. |
| Underwood, Mrs. Walter A. | Regent circle, Brookline. |
| Utley, Mr. Charles H. | 23 Regent circle, Brookline. |
| Utley, Mrs. Charles H. | 23 Regent circle, Brookline. |

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|-----------------------------|----------------------------------|
| Walker, Mrs. Arthur L. | 13 Cypress street, Brookline. |
| Walker, Mr. Joseph | 108 Upland road, Brookline. |
| Walker, Mrs. Joseph | 108 Upland road, Brookline. |
| Ward, Mrs. Andrew J. | 156 Tappan street Brookline. |
| Warren, Mr. Edward R. | Walnut place, Brookline. |
| Warren, Prof. William M. | 254 Walnut street, Brookline. |
| Wentworth, Mrs. Charles F. | 21 Carlton street, Brookline. |
| Whipple, Mr. Sherman L. | Warren street, Brookline. |
| Whipple, Mrs. Sherman L. | Warren street, Brookline. |
| White, Miss Eliza Orne | 222 High street, Brookline. |
| White, Mr. J. Foster | 36 Edgehill road, Brookline. |
| White, Mr. Joseph H. | Boylston street, Brookline. |
| White, Mrs. Joseph H. | Boylston street, Brookline. |
| White, Mr. William H. | Chestnut Hill avenue, Brookline. |
| Whiting, Mrs. William S. | Buckminster road, Brookline. |
| Whitney, Mrs. Charles L. B. | Gardner road, Brookline. |
| Whitney, Mr. Henry M. | Boylston street, Brookline. |
| Whitney, Mrs. Henry M. | Boylston street, Brookline. |
| Wiley, Mr. Jesse S. | Summit avenue, Brookline. |
| Wiley, Mrs. Jesse S. | Summit avenue, Brookline. |
| Willcutt, Mr. Levi L. | 5 Longwood avenue, Brookline. |

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|----------------------------|--------------------------------|
| Williams, Mrs. Arthur, Jr. | Edgehill road, Brookline. |
| Williams, Mr. Charles A. | 35 Walnut place, Brookline. |
| Williams, Mrs. Charles A. | 35 Walnut place, Brookline. |
| Williams, Mr. Moses | Warren street, Brookline. |
| Williams, Mrs. Moses | Warren street, Brookline. |
| Wood, Mr. H. Holton | 284 Walnut street, Brookline. |
| Wood, Mrs. H. Holton | 284 Walnut street, Brookline. |
| Woods, Dr. J. Henry | 167 Salisbury road, Brookline. |
| Woods, Mrs. J. Henry | 167 Salisbury road, Brookline. |
| Wordell, Mr. Arthur A. | 36 Harrison street, Brookline. |
| Young, Miss Rosa M. | Walnut street, Brookline. |







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